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Information Outlook, July/August 2010

Special Libraries Association

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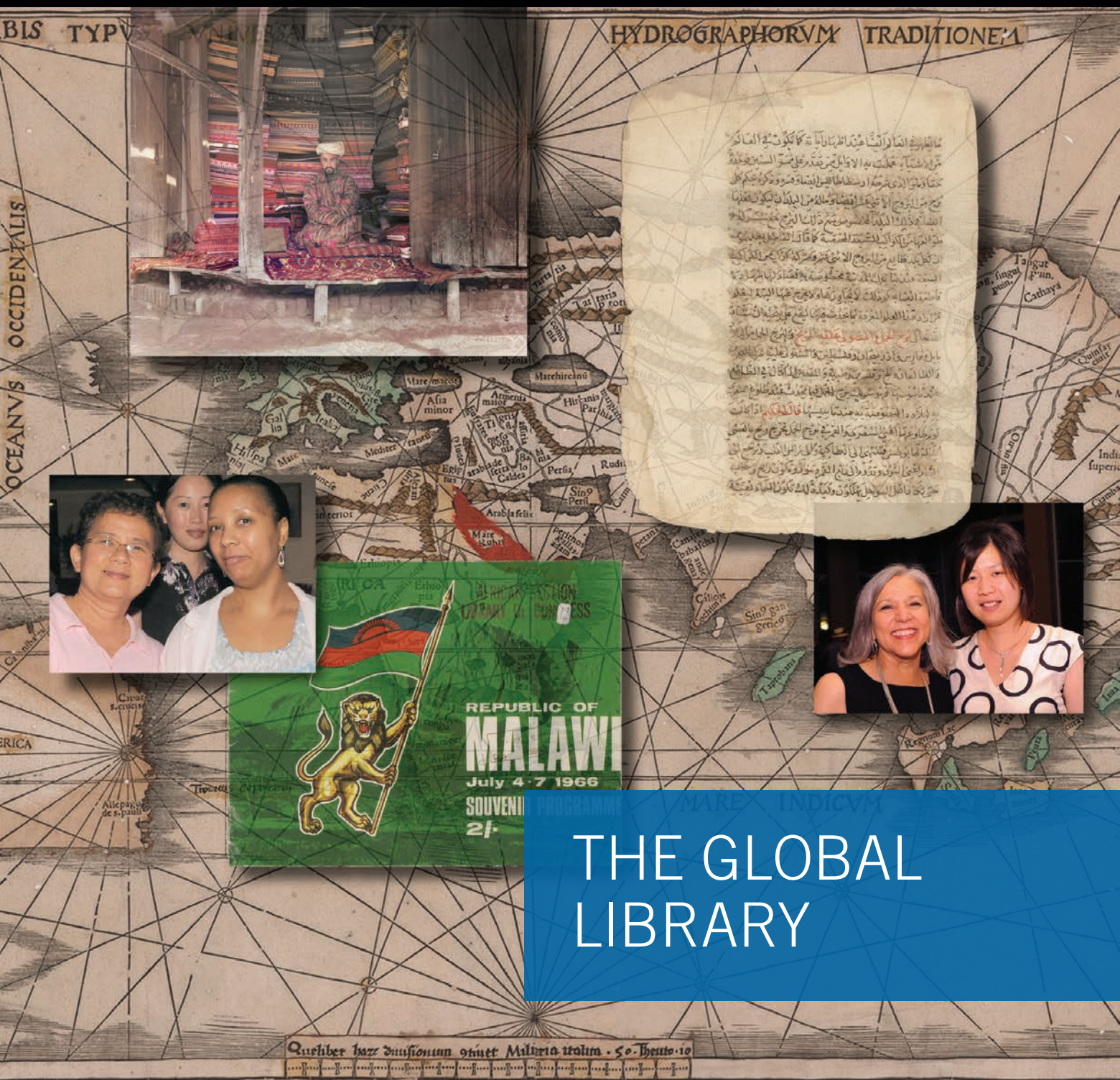
information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION



THE GLOBAL LIBRARY

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information outlook

THE MAGAZINE OF THE SPECIAL LIBRARIES ASSOCIATION

FOCUS: THE GLOBAL LIBRARY

On the cover: Martin Waldseemüller's "Orbis typus universalis" ("Map of the Entire World") provides a backdrop for photos of SLA members attending the 2010 Annual Conference and images from the World Digital Library.

information outlook

The Magazine of the Special Libraries Association
Vol. 14, No. 05
July/August 2010

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***Information Outlook*®**
(ISSN 1091-0808) is published 8 times a year (January/February, March, April/May, June, July/August, September, October/November, December) by the Special Libraries Association, 331 South Patrick Street, Alexandria, Virginia 22314, magazine@sla.org. +1 703.647.4900

Subscription Rates:
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331 South Patrick Street
Alexandria, VA 22314-3501
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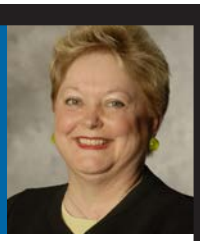
Taking a Global View

The information profession is increasingly speaking with different voices and identifying new perspectives on common concerns.

BY ANNE CAPUTO, SLA PRESIDENT



It was fitting that the 2010 SLA Annual Conference was held in New Orleans, that most international of American cities, a place where the blend of cultures and cuisines is more apparent than nearly anywhere else in America. The conference hosted a rich and varied collection of attendees, with representatives from 26 countries, and provided opportunities to exchange ideas and experiences from around the world.

As you may know, SLA has a truly global membership. This is a point of considerable focus for our association and is evidenced both by the growth patterns of our membership—the Asian Chapter is the fastest-growing unit within SLA—and by the increasingly diverse membership of our board of directors and the candidates who run for office.

My favorite talk offered to SLA chapters, student groups, corporate enterprises, iSchools and international conferences is called "Five Global Trends All Knowledge Workers Should Understand." The first of the five trends is a good warm-up topic for the remaining four, and it is that we live in an increasingly global culture. Business events that occur in Asia affect Europe and, in turn, the Americas. Economic concerns in Greece influence markets in Singapore. Chinese negotiations with Google have repercussions in Mountain View, California, as well as Mumbai.

Political and social events are eroding national boundaries, and developing countries are fueling a tectonic shift in the economic engines that drive world economies. Global trends are also driving the use and exchange of information, the use of social media, and the expansion of future markets. Facebook, which recently passed the 500 million-user mark, counts more than 70 percent of its users outside the United States. Poland and Thailand were recently the fastest-growing markets for new Facebook users, Iceland boasts the largest per capita percentage of users (slightly more than 41 percent), Turkey has the third largest number of users overall, and the Philippines is in the top 10.

What does all of this mean for information professionals? At a minimum, the accelerating movement toward a global information and communication culture means that what we do, read, consume, create and disseminate crosses almost all borders and cultures. We need to learn from all cultures and respect the creativity and complexity of the global information world. Answers to our questions, solutions to our issues, ideas to spur our growth—they can come from anywhere and everywhere.

When we package and describe what we do, we need to think in terms of global words and concepts, not parochial ones. We need to be aware of global communication protocols and be sensitive to time zones and seasonal changes—summer in December is a fact of life for half our globe—and the equality of ideas from all corners. In a word, we need to think globally.

The communication and exchange of ideas happen in many venues, and those venues should include some from our professional home. Recently, I had the good fortune to join with other librarians in a People to People delegation to China, where we visited professional colleagues from the National Science Library of the Chinese Academy of Sciences, the Institute of Scientific and Technical Information of China, the Shanghai Municipal Archives, and two universities. Although we sat on separate sides of the table and communicated principally through a translator, we soon discovered the questions and issues we face are common to all our situations.

The best part of the meetings occurred after the formal presentations ended, when we had the opportunity to engage in informal conversations and discuss real situations and issues. During these conversations, we were all information and knowledge professionals sharing common questions and providing answers and perspectives from our collective experience. Ultimately, our bonds as information professionals are stronger than our parochial concerns as Chinese librarians or Canadian professors or American catalogers.

Ultimately, our bonds as information professionals are stronger than our parochial concerns as Chinese librarians or Canadian professors or American catalogers.

It is stimulating to speak to colleagues with different perspectives yet common concerns. This diversity is critical to our future and to the future of successful knowledge professionals. Listen to the chorus sung in different accents and learn from and participate in the exchanges. We will all be richer for it. **SLA**

PAST PRESIDENT DIES · TCHOBANOFF RECEIVES DANA AWARD · ETC.

Past President Dies; Was 54-Year Member

Catherine "Kitty" Scott, who joined SLA in 1955 and served the association in a variety of capacities—most notably as president in 1992-1993—died May 17 at her home in Washington, D.C.

Scott, who joined SLA while a student at Catholic University, began her library career in high school by working a summer job at the Library of Congress. Later, while in graduate school (also at Catholic), she took a summer job as an assistant to the librarian at the Export-Import Bank. When the librarian fell ill, Scott stepped in and fulfilled her duties for the next year.

After library stints at the U.S. Department of Commerce and the Army Corps of Engineers, Scott helped launch the library at the National Association of Home Builders. She worked at that library for seven years, then took what she called "the big leap" and left to start a library for AT&T and Western Electric, also known as Bell Communications. There, she provided support for the NASA manned space flight program.

She was probably best known for her next job—as chief librarian and director of the National Air and Space Museum Library of the Smithsonian Institution. She was hired, she said, to "organize their collection, which was stored all over all kinds of warehouses."

Scott felt that moving from one job to another was beneficial to her career, a belief she underscored during an interview last year for the "Voices of SLA" project. When asked what advice she would give to someone just joining the library profession, she recommended doing what she had done.

"Get a varied career," she said. "Don't stick always with the first job you get and stay there forever. Move around. Get the broadest background and experience."

She took the same approach within SLA, holding a variety of leadership positions, including chair of the Aerospace Division (now a section of the Engineering Division) and president of the Washington, D.C., Chapter. She saw SLA as an opportunity to make personal connections with other librarians, long before the advent of social media.

"It's not just plugging into networks," she said during her "Voices of SLA" interview. "Friendships and colleagues are very important—the friendships that you build and the connections that you make."

Her connections within the library community and her involvement in politics prompted President Richard Nixon to appoint Scott to the inaugural National Commission on Libraries (now the National Commission on Libraries and Information Science) in 1970. She was the only librarian on the panel, on which she served for six years.

After retiring from the Smithsonian, she stayed active in SLA through the Retired Members Caucus. She was inducted into the SLA Hall of Fame in 1996.

"Kitty was an amazingly successful professional, and I will always be inspired by her dedication to her profession and to SLA," said SLA Chief Executive Janice Lachance. "She obviously recognized the importance of not just belonging to a professional association, but how critical it was to be active, to mentor, to network, and to keep learning. Even long after her retirement, she remained a fixture on the SLA scene, continuing to give back, to share, and to shape generations of SLA members."

Tchobanoff Receives SLA's Top Honor

Jim Tchobanoff, who developed SLA's first long-range strategic plan and introduced the concept of embedded librarianship to the medical profession, was presented the John Cotton Dana Award at the 2010 SLA Annual Conference.

The award, named for the founder of SLA, recognizes a lifetime of achievement as well as exceptional service to special librarianship and the information profession. The SLA Awards Committee cited Tchobanoff's leadership in the profession and volunteer work at all levels of the association during more than 30 years of membership.

Tchobanoff, who runs an independent library and information management consulting business, has served as president of the Minnesota Chapter, chair of the Food, Agriculture and Nutrition Division, and two terms on the SLA Board of Directors. He also has chaired the Long Range Planning Committee, the Special Committee on Research, the Bylaws Committee, and the Committee on Committees.

Tchobanoff received SLA's President's Award in 1986 for his work on the Long Range Plan and again in 1988 for his contributions to the President's Task Force on the Value of the Information Professional. He was named a Fellow of SLA in 1991.

In addition to serving SLA, Tchobanoff has repeatedly demonstrated his abil-

ity to innovate during his career. While working at the Pillsbury Company, he led various teams that built a document warehouse system, giving researchers access to more than 100,000 internal research documents. He also created an R&D directory of employee expertise to harness Pillsbury's internal knowledge, and he planned, designed and implemented an electronic notebook system to help researchers access and share information.

While working in the 1970s at the University of Missouri–Kansas City Medical Library, Tchobanoff, along with Carolyn Anne Reid, Russ Murphy and Gertrude Lamb, implemented the Clinical Medical Librarian Program. The librarians in this program make patient rounds as members of a teaching and patient care team, providing information services to team members.

To view a video about Tchobanoff and his achievements, visit the awards channel on SLA-TV.

SLA Members Give New Orleans a (Helping) Hand

New Orleans is known for its music, its food, its nightlife—and, since August 2005, for its devastation from Hurricane Katrina. Several SLA members who attended the 2010 Annual Conference in New Orleans took time out from enjoying the music, food and nightlife to help rebuild and restore the city.

More than 70 SLA members who attended SLA 2010 participated in service projects designed to help repair the damage caused by Katrina and assist local residents who are still suffering in the storm's aftermath. The service projects, the first offered by SLA in conjunction with an annual conference, were arranged through Second Harvest, a hunger relief charity that provides food to low-income Americans through a network of local food banks, and Beacon of Hope, an organization that helps restore and revitalize neighborhoods damaged by Katrina.

On Saturday, June 12, almost two dozen SLA members helped paint a house in the lower 9th Ward of New Orleans, which suffered some of the worst flooding from Katrina. On Thursday, June 17, a group of about 25 members sorted food at the Second Harvest Food Bank of New Orleans and Acadiana. That same day, another group of roughly 25 members helped mow, rake and clear lots that had been abandoned after Katrina struck.

The service projects were selected based on local needs. With approximately one in eight people in Louisiana fighting hunger, the food bank is an invaluable resource for many. And although machinery can clear lots much faster than hand tools, resources such as riding mowers are not widely available to the city government.

The service projects proved popular not only with participants but also with at least one SLA unit. The SLA Business & Finance Division, in conjunction with Dow Jones & Company, sponsored 10 division members to participate in the service projects by paying their registration fee. **SLA**

Info File

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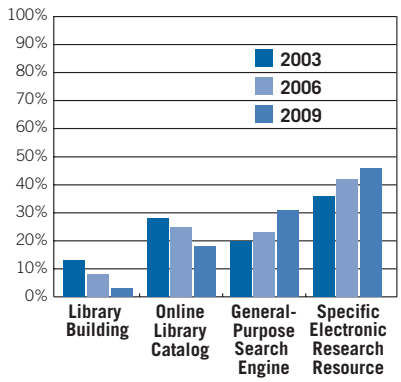
FACULTY USE OF LIBRARIES · SWITCH TO E-RESOURCES · ETC.

Faculty Using Libraries Less Often to Conduct Research

As research practices and teaching methods change, academic libraries are becoming more and more isolated from the discovery process and are at risk of losing their relevance in one of their core functional areas, a recent study concludes.

Ithaka S+R surveyed more than 3,000 faculty members at colleges and universities in the United States and found that their use of network-level services, such as online digital content resources, discovery tools, services for information organization and use, and scholarly and pedagogical interaction and collaboration tools, is increasing. Because faculty are no longer using the library as a starting point in their research process, their perceptions of the library and its value are changing, posing problems for library managers and staff.

Figure 1: Starting Points for Faculty Research



SOURCE: Ithaka S+R, 2010

"Traditional research practices relied heavily on the library itself and on locally implemented library-provided tools for discovery of books, journal articles, and other materials," the study report states. "Today, there are numerous alternative avenues for discovery, and libraries are challenged to determine what role they should appropriately play."

The report is the fourth in Ithaka's series of faculty surveys—conducted every three years beginning in 2000—that examine key strategic issues facing academic information services providers. The key findings of the 2009 survey are as follows:

- Basic scholarly information use practices have shifted rapidly in recent years, putting the academic library at risk of being disintermediated from the discovery process;
- Faculty members' increasing willingness to rely exclusively on digital versions of scholarly materials opens new opportunities for libraries, new business models for publishers, and new challenges for preservation; and
- Despite several years of sustained efforts by publishers, scholarly societies, libraries, faculty members, and others to reform various aspects of the scholarly communications system, a fundamentally conservative set of faculty attitudes continues to impede change.

To view the report, visit ithaka.org.

Report Projects Scenarios for Academic Libraries

What trends and events can unfold over the next 15 years that will affect colleges and universities and, by extension, their libraries? A new report by the Association of College and Research Libraries (ACRL) suggests 26 different scenarios and rates them according to their likelihood of occurring and the impact they will have.

The scenarios in the report, "Futures Thinking for Academic Librarians: Higher Education in 2025," address a variety of issues, including the following:

- Academic culture;
- Demographics;
- Distance education;
- Funding;
- Globalization;
- Infrastructure and facilities;
- Societal values; and
- Technology.

The scenarios are organized to reflect the expert judgment of ACRL members about the probability, impact, speed of change, and threat/opportunity potential of each scenario. The study focuses on the implications of these futures for academic libraries and includes a step-by-step activity for academic librarians to undertake scenario thinking in their libraries.

"This report reinforces the notion that academic libraries are part of a larger ecosystem, and librarians should be consistently scanning the environment to look for signs of the changes that may come," states the executive summary. "For academic librarians seeking to demonstrate the value of their libraries to their parent institutions, it is important to understand not only the current climate. We must also know what will be valued in the future so that we can begin to take appropriate action now."

To view the report, visit the ACRL Web site.

Wireless E-Mail Use Becoming Priority for Businesses

The number of wireless e-mail users will reach 1 billion by the end of 2014, up from about 60 million active users this year, according to a study by Gartner Inc., an information technology research and advisory company.

Wireless e-mail makes an individual's e-mail account accessible and usable through mobile networks on mobile devices. According to Gartner, most mid-size and large organizations in North America and Europe have already deployed wireless e-mail, though generally just for their executive personnel. But with more and more employees working remotely or telecommuting, enterprise wireless e-mail adoption is becoming a priority.

Even as more businesses focus attention and resources on wireless networks, social networking is increasingly complementing e-mail for interpersonal business communications. Gartner predicts that by 2014, social networking services will replace e-mail as the pri-

mary vehicle for interpersonal communication for many business users.

"People increasingly want to use mobile devices for collaboration to share content, information, and experiences," says Monica Basso, vice president of research at Gartner. "Social paradigms are converging with e-mail, instant messaging, voice over Internet protocol (VoIP) and presence, creating new collaboration styles."

For more information about this study, visit www. Gartner.com.

Essays Assess Research Impact of Switch to E-Resources

The switch from printed to electronic resources has had (and continues to have) profound implications for all librarians and especially those in research libraries, which have found themselves caught between two conflicting goals: fulfilling their time-honored role as custodians of scholarship, and creating a digital environment for scholars. A recent report from the Council on Library and Information Resources presents three essays that examine these goals in light of the transition.

One essay addresses the question of whether a new research library can be entirely digital. The authors conclude that the all-digital library "seems to be on the horizon" but that it will need a "core collection" of monographs targeted to the teaching and research interests of the university, as well as a strong interlibrary borrowing program, to succeed.

A second essay attempts to identify the true cost of preserving print collections. After calculating expenses for space, cleaning, maintenance, electricity and climate control, staffing, and circulation and access, the authors conclude that "the costs associated with a print-based world, often assumed to be small, are actually large." They note that while storing electronic materials is not without its costs and problems, it is much cheaper than storing an equivalent amount of print materials.

For the third essay, Charles Henry, the president of CLIR, and Kathlin Smith, its director of communications, reviewed research conducted in 2008 and 2009 to determine the benefits and limitations of large-scale digitization projects, such as Google Book Search and Microsoft Live Search Books. The authors recommend that scholars get more involved in controlling quality in digitization projects and creating a more integrated and useful digital environment that would support research.

To read or download the report, "The Idea of Order: Transforming Research Collections for 21st Century Scholarship," visit clir.org.

Tablets Forecast to Outsell Netbooks by 2012

Although there is no consensus yet on how to define tablets, one thing appears clear—they will drive sales of personal computers in the foreseeable future.

That's the conclusion of a new report by Forrester Research, "The U.S. Consumer PC Market in 2015." According to the report, PC sales across all forms—desktops, notebooks and laptops, tablets, and netbooks—will increase by 52 percent between 2010 and 2015, to nearly half a billion units. Fueling this rise will be tablets, which will sell 20.4 million units in 2015, up from 3.5 million units in 2010—a 42 percent compound annual growth rate.

Desktop sales, on the other hand, will decline from 18.7 million units sold in 2010 to 15.7 million units in 2015. By that year, desktops will account for only 18 percent of PC sales in the United States, compared to notebooks (42 percent), tablets (23 percent), and netbooks (17 percent).

"Tablet growth will come at the expense of netbooks, which have a similar grab-and-go media consumption and Web browsing use case as tablets but don't synchronize data across services like the iPad does," says Sarah Rotman Epps, a research analyst at Forrester. "Consumers didn't ask for tablets; in fact, Forrester's data shows that the top features consumers say they want in a PC are a complete mismatch with the features of the iPad. But Apple is successfully teaching consumers to want this new device."

For more information about the study, visit www.forrester.com.

Librarians Foresee More Budget Woes in 2011

With little or no relief in sight from the budget pressures of the past two years, librarians are continuing to focus on staffing and content acquisition to find cost savings, according to a recent survey by EBSCO.

More than four in five librarians reported either budget cuts or no budget growth during the 2009-2010 year, and a similar percentage expect the same for 2010-2011. Research libraries were hit especially hard, with 64 percent reporting budget decreases.

Libraries of all sizes were represented in the survey—25 percent of respondents were at libraries with 25,000-plus users, while 35 percent were at libraries with 5,000 or fewer users. Roles within the libraries varied, with nearly half of respondents representing the director level and 15 percent representing the assistant or associate director level.

The survey found that roughly two-thirds of libraries are not replacing staff, while more than half are freezing new hires (57 percent) and/or re-grading or reassigning staff (53 percent). One-third are eliminating positions, and one in five are cutting staff hours.

The survey also found that librarians are dropping print and electronic (P+E) content combinations in favor of electronic only (86 percent), reviewing content to eliminate duplication in databases (75 percent), and renegotiating package deals to either renew only the most frequently used e-journals in a package or to set new time limits on such deals (68 percent).

To help guide them in making content acquisition and de-selection decisions, 85 percent of surveyed librarians reported they relied mostly on amount of use or cost per use. The reliance on usage to guide content acquisition and de-selection decisions could put more pressure on content vendors to provide regular usage statistics. **SLA**

Promoting a Shared Experience

THE BENEFIT OF 'GLOBAL' OR 'WORLD' LIBRARIES MAY LIE IN ACKNOWLEDGING AND CELEBRATING THE MANY DISTINCTIONS THAT REGIONAL OR ORGANIZATIONAL LIBRARIES OFTEN DEFINE.

BY STUART HALES

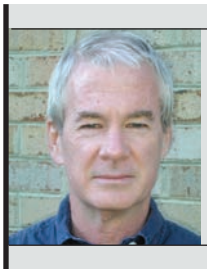
Do libraries create communities, or divide them? That may seem an odd question to ask, but none other than the librarian of Congress, James Billington, raised it (albeit obliquely) in a presentation at Georgetown University in 2005.

Billington was speaking to his fellow members of the U.S. National Commission to UNESCO, the United Nations Educational, Scientific and Cultural Organization. The United States helped establish UNESCO in 1945, but parted ways with the organization in 1984 because of concerns that its goals were conflicting with U.S. foreign policy. When the United States rejoined UNESCO in 2003, Billington was appointed a senior observer and advisor to the U.S. Mission.

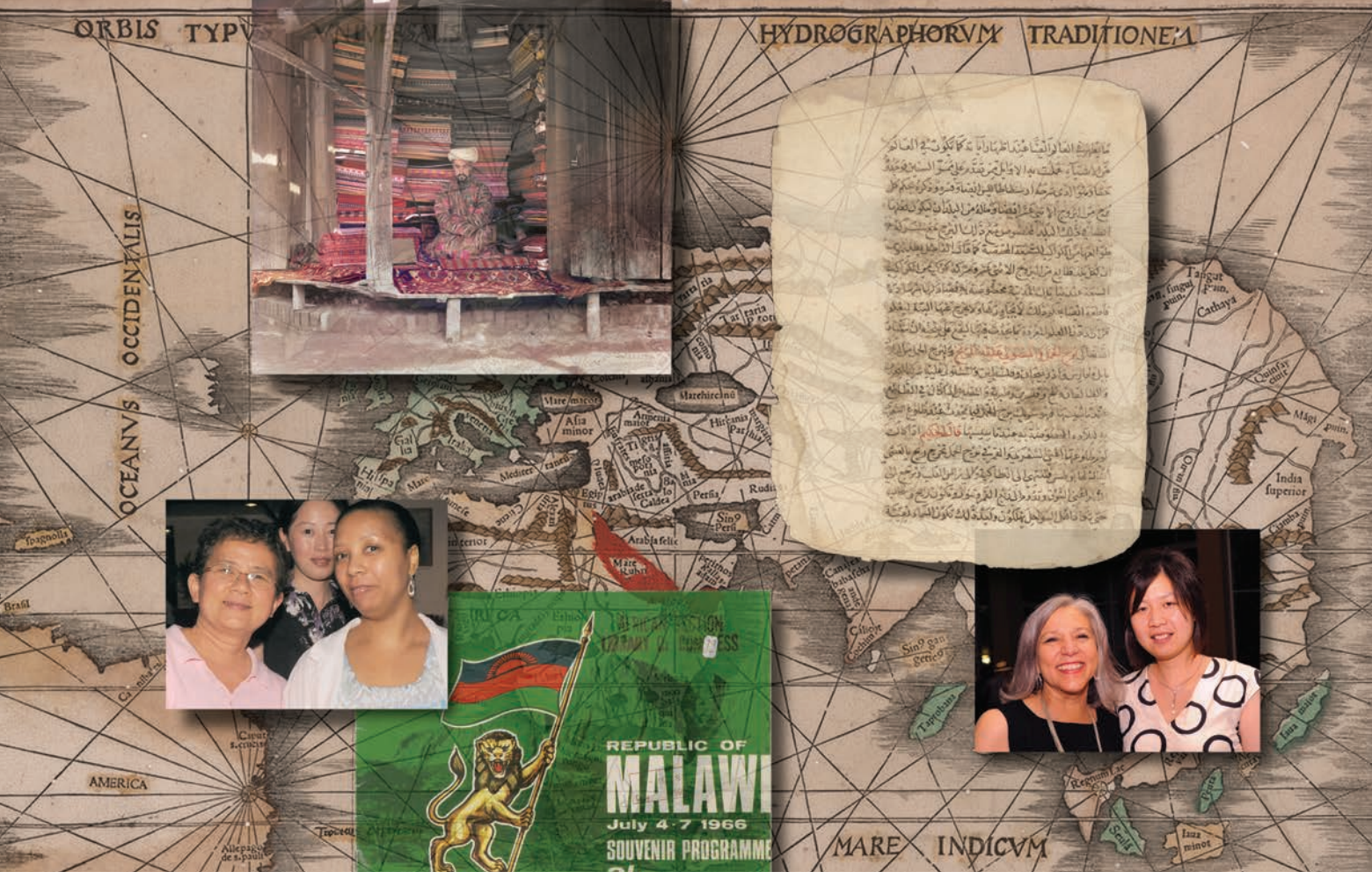
In his speech, Billington noted that advances in sharing ideas and information sometimes had disastrous consequences. "The invention of the printing press with movable type fanned religious wars in the 16th century," he said. "The onset of telegraphy, photography, and the power-driven printing press in the 19th century created mass journalism that fulminated nationalistic passions and world wars in the 20th century. The arrival in the late 20th century of instantaneous, networked, global communication may well have facilitated the targeted propaganda, recruitment, and two-way communication of transnational terrorist organizations more than it has helped combat them."

These consequences, Billington explained, occurred despite the fact that sharing information enables people of different countries, races and beliefs to better understand each other. "Whenever new technology suddenly brings different peoples closer together and makes them aware of certain commonalities," he said, "it seems simultaneously to create a compensatory psychological need for the different peoples to define—and even assert aggressively—what is unique and distinctive about their own historic cultures."

To some extent, libraries reflect this psychological need—they organize and manage information resources that help define the distinct cultures of their users, organizations and supporters. But what if a library were to showcase the differences inherent in *all* organizations and their members, not just one or a few? What if a library were dedicated to celebrating what is unique and distinctive about *all* peoples and cultures,



STUART HALES is publications editor at SLA and editor of *Information Outlook*.



not just those of a certain nation or region? Could such a library help foster unity and collaboration?

That, clearly, is what Billington was thinking. "… The time may be right," he said, "for our country's delegation to consider introducing to the world body a proposal for the cooperative building of a World Digital Library. It would hold out the promise of bringing people closer together precisely by celebrating the depth and uniqueness of different cultures in a single global undertaking."

The time was indeed right—the U.S. Mission proposed the idea to UNESCO, several corporations and organizations (including Google and Microsoft) agreed to provide financial support, and the World Digital Library (WDL) was launched in April 2009. As this issue of *Information Outlook* went to press, more than 1,400 artifacts had been added to the library's collection.

The WDL joined a select group of "global" or "world" libraries in cyberspace. The World Health Organization operates the Global Health Library, which seeks to promote the collection, organization and dissemination of reliable health sciences information, particularly in developing regions. The Global Library of Women's Medicine and the Global Legal Information Network are two other "world" libraries available on the Internet.

While world or global libraries may grow in number, the question is whether they will grow in impact. Will they help build communities of doctors, lawyers or researchers? Will they foster an appreciation of the differences—in cultures, laws, faiths and other characteristics—that make people, nations and organizations unique? Will they help erase the divide that separates those who have access to digital and information technology and the skills needed to participate fully in a digital knowledge economy from those who don't?

The articles in this issue of *Information Outlook* provide different perspectives on the roles and impact of global libraries. John Van Oudenaren, director of the WDL, discusses the development of the library, describes some of its holdings, lists some of the site's features, explains how the WDL has interacted with partner institutions, and lays out some of the library's priorities in the coming months and years. Robert Mason of the University of Washington discusses the social and cultural challenges facing global and world libraries and suggests that Disney's experience in Paris may provide a blueprint for addressing these challenges. And Matthew Nicholls of the University of Reading (U.K.) explains what the experience of early libraries can teach us about today's libraries and especially our efforts to create global libraries.

Ultimately, the value of global or world libraries may lie in their psychological impact. By inducing librarians, scholars and other stakeholders from around the world to participate in developing collections, such libraries may help individuals, organizations and cultures transcend the differences that divide them. While not interfering with library projects that define distinct identities, global libraries may help promote a shared experience through which users of all backgrounds are exposed to knowledge and experiences that are unfamiliar to them but that may ultimately prove enlightening. **SLA**

Connecting the World, Responding to User Needs

WITH INTERFACES IN SEVEN LANGUAGES AND PARTNER INSTITUTIONS IN MORE THAN 60 COUNTRIES, THE WORLD DIGITAL LIBRARY HOPES TO CELEBRATE THE DEPTH AND UNIQUENESS OF CULTURES FROM AROUND THE WORLD.

BY JOHN VAN OUDENAREN, PHD

Librarian of Congress James H. Billington first proposed the establishment of a World Digital Library in a June 2005 speech at Georgetown University to the U.S. National Commission for UNESCO. At the time, the United States was in the process of rejoining UNESCO after a nearly 20-year absence from the organization. Billington proposed a cooperative project, to be undertaken by the Library of Congress and partner libraries from around the world in cooperation with UNESCO, to digitize and make freely available over the Internet primary source documents that tell the stories and highlight the achievements of all countries. Such a project, he argued, would "hold out the promise of bringing people closer together precisely by celebrating the depth and uniqueness of different cultures in a single global undertaking."

The reaction to the proposal was overwhelmingly positive. UNESCO embraced the idea, which it saw as contributing to the achievement of a number of its own objectives—promoting knowledge societies, building capacity to exploit information and communications technology in developing countries, narrowing the digital divide between and within countries, and encouraging multilingualism and increased diversity of cultural content on the Internet. A few months later, Google Inc., owner of the eponymous Internet search engine, contributed $3 million (unrelated to Google BookSearch) to develop a comprehensive plan for a World Digital Library (WDL).

The Library of Congress and UNESCO jointly convened a meeting in December 2006 to solicit input about the proposed project from librarians and technology experts in many countries. Soon after, working groups for technical architecture and content selection were established, as was a best practices working group co-sponsored by the Library of Congress and the International Federation of Library Associations and Institutions (IFLA).

At the October 2007 General Conference of UNESCO, the Library of Congress presented a working prototype of the WDL, with content provided by six partner institutions: the National Library of Brazil, the Bibliotheca Alexandrina of Egypt, the National Library and Archives of Egypt, the National Library of Russia, the Russian State Library, and the Library of Congress. Following 18 months of intensive planning and development, the World Digital Library (www.wdl.org) was officially launched

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at UNESCO headquarters in Paris. Institutions from 18 countries, including the national libraries of China, Egypt, France, Israel, Japan, Russia, Serbia, and Sweden as well as major university libraries from several nations, contributed digital copies of treasured pieces from their collections to the first public version of the WDL.

Content and Functionality

In keeping with James Billington's vision of a library that "celebrat[es] the depth and uniqueness of different cultures," the WDL is distinguished by the quality and selectivity of its content. Following are just a few of the many resources—each contributed by a WDL partner—that currently are in the WDL:

- 19th century photographs of Brazil from the Theresa Cristina Maria Collection, assembled by Emperor Pedro II of Brazil (National Library of Brazil);
- Manuscripts and printed works spanning the history of China, ranging from a rubbing of an 8th century stele documenting Assyrian teachings in Central Asia to a 19th century makeup album used by actors in the Peking opera (National Library of China);
- Japanese illustrated manuscripts and hand-painted books and scrolls from the 8th through the 20th centuries (National Diet Library);
- Manuscripts of important works by Arab scientists and mathematicians from the 14th through the 19th centuries (National Library and Archives of Egypt);
- Indigenous Mesoamerican pictographic codices from the 11th through the 16th centuries (National Institute of Anthropology and History, Mexico City, and the Center for the Study of the History of Mexico, Mexico City);
- Miroslav's Gospel, a 12th century liturgical work considered to be the most important and beautiful of Serbian manuscript books (National Library of Serbia);
- Manuscripts of works by the Jewish philosopher and theologian Maimonides, written in the 12th through 14th centuries in Hebrew and Judeo-Arabic (National Library of Israel); and
- Martin Waldseemüller's 1507 world map, the first map to depict a separate Western hemisphere (with the Pacific as a separate ocean) and to use the name "America" (Library of Congress).

Partial image of a page from the World Digital Library.

In addition to text-based content, the WDL provides access to audio and audio-visual content of historical and cultural importance, including recordings of slave narratives, ethnographic materials, and early films by Thomas Edison and the Lumière brothers.

The WDL site also boasts functionality and features that are intended to showcase the content to audiences around the world. The main functional features of the site, which was developed by a team at the Library of Congress, are the following:

Multilingual access. The WDL interface functions in seven languages—the six official languages of the United Nations (Arabic, Chinese, English, French, Russian, and Spanish) plus Portuguese. Every item-level display, description, curator video, and navigational feature on the site is available in each interface language, and users may switch from one language to another at any time. The goal of the WDL is to provide each user with an equivalent experience, irrespective of the interface language. (The actual documents on the WDL are not translated and represent more than 40 languages.)

Consistent metadata. Every item in the WDL is cataloged by place, time, topic, type of item (format), and contributing institution as well as by language. The purpose of this cataloging approach is to allow for consistent cross-temporal and cross-national searching and to facilitate the kinds of cross-cultural comparison and dialog that the project is intended to promote.

Enhanced view and zoom features. All items on the WDL, including every page of every book, can be viewed using state-of-the-art zoom features. Within books, all fold-outs have been digitized and are presented in color with the zoom feature. In addition, every book is available as a PDF file.

Item-level descriptions. Every item on the WDL contains a paragraph-length description that explains what the item is and why it is important.

These descriptions are written by scholars and curators and provide context that goes beyond the basic metadata.

Curator videos. Selected items feature videos with curators, who provide in-depth explanations about these items. This feature brings the best and most knowledgeable curators at the partner institutions into direct contact with users.

Web 2.0 features. The WDL offers numerous Web 2.0 features and provides options for users to print, download, share, and reuse content.

While the WDL incorporates many innovative features, it also relies on traditional library functions such as collecting, cataloging and preserving items, creating high-quality metadata, and providing free access to diverse populations. In this sense, the WDL promotes professional practices to technology-oriented users who might not otherwise be exposed to what libraries do (and traditionally have done) best.

Usage and Participation

Since its public launch in April 2009, the WDL has been visited by more than 10 million users, resulting in more than 72 million page views. Visitors have come from every country in the world, with the largest numbers coming from Spain, the United States, China, Brazil, Mexico, Argentina, France, the Russian Federation, Portugal, and Colombia. The cities with the largest number of visitors are Madrid, Buenos Aires, Sao Paulo, Barcelona, Mexico City, Lisbon, Moscow, Paris, Bogotá, and Caracas. The Spanish-language interface is the most heavily used of the seven interfaces, followed by the English, Chinese, Portuguese, Russian, French and Arabic interfaces.

Visitor reaction to the site has been overwhelmingly positive, as reflected in comments such as "Your site is totally amazing; to me this is what the Internet should be about" and "The World Digital Library is easily the most exciting e-learning tool on the Web." Visitors have asked for more content about particular topics or from certain countries, and some have suggested adding new interface languages such as German or Japanese.

With respect to content, an important objective of the WDL is to secure broad international participation. All libraries, archives, museums, and educational institutions that have content to offer or that can contribute in other ways are welcome to join the project. As of June 2010, WDL partners numbered 97 institutions from 63 countries.

Partner institutions that have digitized their content and maintain their own digital libraries generally repurpose items in their collections for contribution to the WDL. In many developing countries, however, even national libraries and national archives lack the capacity to digitize their collections. To contribute to the WDL as well as to build their own institutional and national digital libraries, these institutions need assistance with training and equipment. Capacity building is thus an important focus of the WDL project.

In 2006, the WDL—building on the previous experience of the Library of Congress in helping establish digitization facilities at institutions in Russia and Brazil—established a digital conversion center at the National Library and Archives of Egypt (NLAE) in Cairo. The center is digitizing Arabic scientific manuscripts from the NLAE for inclusion in the WDL.

In 2008, the WDL provided equipment and training to establish a digital conversion center at the Iraqi National Library and Archives (INLA) in Baghdad. INLA has begun to digitize its copies of the earliest periodicals published in Iraq, a rare, at-risk collection dating from the period 1860-1930. The first title chosen for inclusion in the WDL was the complete run of *Layla*, the first women's magazine published in Iraq (1923-25).

In 2009, the WDL project received a grant from the Carnegie Corporation in New York to enable libraries in sub-Saharan Africa to participate in the WDL. A digital conversion center was established in early 2010 at the National Library of Uganda in Kampala, which serves as the hub of a national and regional network of institutions that are contributing a wide variety of content for digitization.

Additional capacity-building efforts in other countries are planned, subject to the availability of funds. The WDL is supported by private-sector donations; major sponsors have included Google, the Qatar Foundation, the Carnegie Corporation, the King Abdullah University of Science and Technology, and Microsoft. Additional funding is being sought not only for capacity building but also for technical development and content creation.

Challenges and Next Steps

Adding new content without diminishing the level of quality established during the project's first year is the leading priority facing the WDL in the coming months. A second priority is to develop a distributed, online content creation system for metadata and translation that will enable partners to process more of their content locally. This will assist with capacity building and facilitate the scaling up of the WDL.

A third priority is to recruit additional partners, particularly in developing countries. Related to the recruitment effort is a fourth priority—that of undertaking additional capacity-building activities and establishing digital conversion centers where digitization capacity is currently lacking. Other challenges for the future include adding new features and functionality to the WDL site and providing enhanced access through mobile telephones and other hand-held devices.

As the WDL grows, library users and librarians can expect to benefit from it by having better access to reliable, high-quality content through a single site that is easy to use and contains numerous state-of-the-art features. The WDL will continue to employ both traditional library tools and the latest electronic technologies as it seeks to bring people together by celebrating the depth and uniqueness of the world's cultures. **SLA**

A Global Digital Library: Possibilities, Concerns and Prospects

SOCIAL AND CULTURAL ISSUES ASSOCIATED WITH KNOWLEDGE CREATION AND SHARING MUST BE OVERCOME TO DEVELOP AND IMPLEMENT A TRULY INNOVATIVE AND VALUABLE GLOBAL LIBRARY.

BY ROBERT M. MASON, PHD

The vision of a global digital library (GDL) is relatively easy to state: digital preservation of, and access to, knowledge and art artifacts in a system that enables sharing of this knowledge across time and place. The result would be, as Betsy Wilson (2001), dean of the University of Washington libraries, has labeled it, an "any time, any place" (ATAP) library. With the growing availability of access to information through the Internet and World Wide Web (more than a quarter of the earth's population can now access the Web), this vision becomes increasingly appealing—it raises the possibility that even developing regions of the globe could benefit from access to global knowledge, thus helping bridge the "digital divide" that separates the information rich from the information poor.

What is there not to like about this vision? If we agree that it's desirable, what's stopping us from realizing it? What are the prospects of putting such a GDL in place?

Technically, the GDL vision can be realized. No one person or organization has assembled all the pieces, but the technology is available. Putting it together would not be trivial and would require an exceptional and dedicated effort to translate the knowledge into digital form, but technically it's relatively straightforward, and we have many examples that suggest it could be feasible. For example, UNESCO's World Digital Library (2010), though it does not share the same goals as the "any time, any place" vision, does suggest how artifacts can be accessed according to origin/culture and time period. Similarly, OCLC's WorldCat offers information about 1.5 billion items available in libraries around the world, and this might be the basis for a GDL.

I suspect most readers of *Information Outlook* would agree that a global digital library is desirable. A few readers may have questions about the vision or may be skeptical about the value of such a library. Certainly there are those outside the SLA community who may express doubts. It is these skeptics—more fundamentally, their underlying social and cultural concerns—that must be addressed.

Ethnic and Cultural Issues

A GDL, if it is to be realized, will be a socio-technical system, not simply a technical system that compiles information sources and knowledge artifacts and makes them accessible. It will involve the social cooperation and col-

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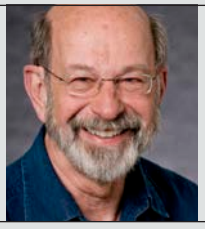

laboration of communities that cross multiple domain specialties and have numerous ethnic and cultural backgrounds.

Because the GDL needs to span multiple knowledge and cultural domains, we can use a semiotic model of boundary spanning to help us grasp the issues and track the progress of our vision. The semiotic model has been demonstrated with product design team members from different disciplines to identify how they communicate across the boundaries of their specialties (Carlile 2002). This framework comprises three levels:

- At the **syntactic level**, a team agrees on the structure of their communications and how they will exchange information (e.g., whether the group will meet face-to-face). At this level, useful tools would include a schedule of meetings or communications, the format ("grammar") of information exchange, diagrams and sketches of plans, and other technical details of how the team will communicate.
- At the **semantic level**, the team agrees on the vocabulary of their communications and the meanings of the words, phrases, and symbols they exchange. At this level, useful tools would include dictionaries, thesauri, shared databases, and other resources that could help team members share an understanding of the meanings of their communications.
- At the **pragmatic level**, the team resolves differences in values and viewpoints. It is at this level that issues of power become significant. Even if the team members agree on the structure and vocabulary of their communications (from their work at the first two levels), they may differ in their assessment of the saliency of the information and knowledge they are communicating and how it should be shared and applied.

As we envision the emergence of a GDL, it will require the participation of multiple ethnic groups and cultural communities from around the world. Not all groups, however, share the same view of the universality of the library metaphor (Duncker 2002). For example, we might think we can accelerate our progress toward a GDL if we consider it as basically a science library, through which scientific knowledge is shared and made widely available. If we do so, however, we are limiting the scope of what such a library is likely to contain and are embedding in the language a predisposition toward a particular epistemology and type of knowledge.

Science, for many of us, is equated with Western science, and we who have been raised in this tradition have a set of expectations and values that are not necessarily shared by our potential colleagues from non-Western cultures. Even the word "research" has negative connotations for those from indigenous communities (Smith 1999). These communities have seen and felt the colonizing impact of (mostly Western) scientists who define the rules of knowledge creation, claim authority for how this knowledge is classified and accessed, impose this authority even on native systems of knowledge, and may even consider other claims of authority to be primitive and thereby unfounded.

This difference in perspective, arising from differences in heritage and cultural experiences, reveals a shortcoming of our vision for a GDL. Unless we can address the underlying ethnic and cultural issues associated with knowledge creation and sharing, we will not realize a GDL.

The lack of attention to cultural issues in knowledge management systems has been noted elsewhere (Mason 2003). Such systems, intended for sharing knowledge within organizations, might be considered guides for implementing, or perhaps precursors to, a GDL system. The potentially critical role of librarians as boundary spanners in an emerging global digital library (given the absence of technical or automated solutions to resolving issues at the pragmatic level) has also been noted (Mason 2005).

Learning from Disney

What can we conclude from these observations? How can we assess our progress toward a GDL, one that enables anyone—at any time and at any place—to have access to the world's knowledge? The evidence and experience to date compel us to acknowledge the following about our vision for a comprehensive, true GDL:

- The GDL will have knowledge contributions from multiple, diverse communities, including researchers contributing to a specific scientific domain, communities whose knowledge traditions differ from Western science paradigms, and ethnic communities seeking to maintain control over their own cultural heritage and traditional knowledge.
- Each participating community will approach the opportunity to contribute knowledge to the GDL from the perspective of the values embedded in its own world view.
- The GDL is not merely a technical implementation but rather a sociotechnical system, and thus far we have not given sufficient attention to the social aspects of our vision.
- Using the Western science paradigm alone will be self-constraining. In much of the world, this approach would be viewed as an oppressive, imperialistic, and colonizing effort and would undermine the ideal of a GDL.

So, where does this leave us as we seek paths to build a GDL?

Issues at the pragmatic (third) level of our semiotic model of knowledge sharing—issues of power and potentially conflicting values—will need to be resolved. We need more than just agreements on languages, syntax, grammar and other aspects of how we communicate. Resolving these pragmatic issues requires spanning cultural boundaries. Having a dominant culture (most likely a Western science) assimilate the other cultures is unlikely to succeed, but a compromise between cultures may not be the solution, either.

One suggestion for a different approach draws from the lessons learned from Disney's experience with Euro Disney. From the beginning,

We can imagine a GDL emerging from the ground up (not driven by a top-down design) that is driven by "global" workers who share an interest in specialized domains.

Disney tried to replicate its theme park approach and its management style (i.e., the Disney culture), which had been successful with Disneyland and Disney World. In so doing, Disney failed to take into account the French environment and culture, thereby creating problems. (As one simple example, Disney initially did not allow wine to be served in the better restaurants in the park, although wine with meals is expected in France.) As a result, while attendance seemed to be high, guests did not stay as long or spend as much money as expected. The result was that Disney was losing money at the rate of $1 million per day.

For the first few years, Disney executives did not admit there was a problem; when they finally did so, they first blamed the European economic climate, then the hostile French environment. (It is true that many French considered the park a threat to their culture and national identity. One critic predicted that Euro Disney would become a "cultural Chernobyl," a phrase that was often repeated. Another said, "We don't want to be Euro Disney's Indians," reflecting the widespread concern about cultural colonization.) Disney's reaction to this criticism resulted in the park being further isolated from its host environment.

It was not until the park was five or six years old that Disney changed its attitude and sought to become "The Prototype 2000 Organization." Executives revised their personnel policies to encourage more cultural respect and appreciation. Over time, the normative changes reflected deeper cultural changes. In 1997, Gilles Pellisson—a graduate of both Harvard and the French business school ESSEC—became president of Euro Disney. His management style was neither distinctively American nor French but represented a blend of both. At the same time, the French public seemed to become more receptive to learning from Disney (to benefit French culture).

The turnaround in corporate culture and the reciprocal desire by Disney and the French public to learn from each other was the foundation for success at Euro Disney. Gone was the sense of being colonized and the determination to impose a business model that had proven successful elsewhere. Instead, the two groups joined in a shared effort to build a "third culture" that combined aspects of both the French and the Disney/American cultures (Packman and Casmir 1999).

Emerging from the Ground Up

Might this "third culture" model be a useful framework for realizing our vision for a global digital library?

Such a framework avoids the colonizing approach in which Western science (for example) is imposed as the authority on what a GDL should be and how knowledge should be organized and accessed. It also avoids the notion of compromise, where both sides may feel they have given up something valuable. Instead, this approach emphasizes the co-creation of something new; the differences in world views and values become generative and serve to stimulate new knowledge creation.

The third culture framework establishes this mutual learning as a desirable value, creating an expectation that multiple cultures will be open to the process of learning. The framework does not establish protocols for how the learning is to be accomplished, leaving it as one of the first steps for the stakeholders.

Though this framework has promise (Mason 2007), it is not clear that such an approach can be applied to a comprehensive GDL. It would be naïve to expect that such a GDL could be designed and then this framework implemented, as one might implement a traditional library program or information system.

Two factors, however, offer some hope. The first factor is the range of social networking technologies enabling the rapid formation of communities of individuals with shared interests and values. The second factor is the new generation of information workers entering the workplace just as the baby boomers are entering retirement age. Members of the new generation have different norms and values about accessing, sharing, and using information. They not only *consume* vast amounts of information, they *produce* and *share* it. Not only do they see the world differently than previous generations, they exchange information across organizational, geographic, and other traditional boundaries with fewer inhibitions than prior generations. Some observers believe that we may have our first truly "global" generation, a generation that has "grown up digital" (Tapscott 2009).

Given these factors, we can imagine a GDL emerging from the ground up (not driven by a top-down design) that is driven by "global" workers who share an interest in specialized domains. The GDL that we initially envisioned may be assembled from sets of specialized domains. Each domain or interest area will emerge from a group of stakeholders who, together, discover shared values and create new knowledge by exploring what is possible.

An Innovative Cultural Space

In summary, the GDL can be realized, though it is improbable that it will be

the outcome of a planned interconnection of technical standards and a global, top-down design. Ethnocentric views of such a library are likely to be self-limiting and dysfunctional. The GDL may emerge, however, as a collaboration among cultural institutions, special libraries, and similar organizations, each developing and making accessible virtual spaces for communities of like-minded individuals to work. It also may evolve from the existing (and constantly expanding) range of social networking tools and services within which information workers discover their shared passions for information on particular topics—topics that were not anticipated by existing institutions.

So, perhaps our vision for the GDL has been too small. The new global digital library might not be merely a collection of knowledge resources that can be accessed seamlessly "any time, any where." Instead, it may emerge as an innovative cultural space in which new knowledge is continually created and reformed for (and by) the users. **SLA**

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Sharing a Common Heritage

TODAY'S ONLINE 'GLOBAL' OR 'WORLD' LIBRARIES MIGHT SEEM FAR REMOVED FROM THE LIBRARIES OF ANCIENT GREECE AND ROME, BUT THEY ARE SIMILAR IN SOME IMPORTANT AND SURPRISING WAYS.

AN INTERVIEW WITH MATTHEW CHARLES NICHOLLS, MA, DPHIL / BY STUART HALES

Q: When and why were the earliest libraries established? Were they "world" or "global" libraries in any sense?

Before the Classical period, there were collections of books or documents or archives, and the boundaries between those categories were rather fluid. Not until the Classical period do you begin to find collections that we might call libraries. These early libraries were accumulated by kings and tyrants, with "tyrant" not necessarily being a pejorative term—it means a monarch or strong monarchical ruler.

These people were mostly interested in accumulating "prestige collections" of books. At the same time, there were scholars, authors and philosophers who were accumulating private collections for genuine use in, say, the philosophical schools and gymnasiums of the Greek world. Pretty soon after that, satire started being written about people who were collecting books but who weren't necessarily learned or weren't using the books for the "right" purposes.

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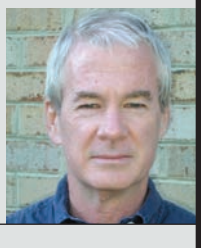
STUART HALES is publications editor at SLA and editor of *Information Outlook*.



So, as soon as books entered the mainstream of Classical thought and activity, people began collecting them both for scholarly reasons and also for prestige. But the first really great library, at least in an institutional sense, was probably the one at Alexandria, Egypt, which was founded by Ptolemy II around 295 B.C.

The Alexandria library was part of a broader effort to spread Greek culture more widely throughout Alexander the Great's Eastern conquests, and it quickly established itself as a world center. When we talk about a world library or global library, as long as we use those terms to refer to the Mediterranean world or the Classical world, we certainly can apply them to the library at Alexandria. Although the people of Alexandria knew there were civilizations in places like India and China, they tended to think of "the world" as *their* world.

In that context, Alexandria was probably the center of world learning. It had a library and also a scholarly community attached to it called the *mouseion*, from which we get our word "museum." This was a sort of research institute in

which scholars, at the king's expense, lived tax-free and were fed. Their job was to add a little intellectual luster to the royal court and to turn Alexandria into an intellectual center of gravity in the Classical world.

The kings in Alexandria had a particularly aggressive book collection policy—we're told they confiscated books from any ship that put into the harbor. There's a famous story about one king who sent emissaries to Athens to borrow the original manuscript copies of Sophocles, Aeschylus and Euripides and put down an enormous amount of precious metal as a deposit. When the books arrived in Alexandria, he told the leaders of Athens, "You can keep the deposit, because we're keeping the books."

This aggressive book collection policy swiftly turned Alexandria into an important world center of learning. Even the librarians in Alexandria were attracted to the city because of the huge book collection and the opportunity for royal patronage. The librarians themselves were mostly leading scholars in various fields—they had names that indicated they came from all around the Classical world, names such as Apollonius of Rhodes and Callimachus of Cyrene.

Eventually, all sorts of things started emerging out of Alexandria because of the library. Alphabetical order, the generic classification of works, the punctuation and accentuation of Greek, the canonical division of Homer into books and the ordering of those books—all of those things, as far as we can tell, came out of the library at Alexandria. The library became a hotbed of scholarship and contributed a great deal to the canon of Classical literature and then to shaping that canon and transmitting, refining and commenting on it.

Q: From what you're saying, the library at Alexandria was really a community of scholars, not something the average citizen would have used.

I don't think we have any stories about the public using this library. It wasn't really a public building insofar as we can tell. But a lot of people knew about it, and that was part of the point—there's no reason for the king to have a library if it doesn't help spread his fame or enhance his reputation as a patron of the literary arts, which the early Ptolemies were keen to do.

In terms of the library's engagement in literary culture, we have to remember that literacy levels in the Classical world were not as high as they are now. A literacy level of 10 percent is often bandied about by modern scholars, although a lot of researchers, myself included, are beginning to think this is a pessimistic figure. But if we go with that number, it immediately excludes the great bulk of people who didn't live in cities or didn't need to know how to read or write or who were concerned mostly with daily subsistence. So the people who were reading and writing in the library were, almost by definition, of a fairly high status.

Q: You mentioned earlier that the library in Alexandria had librarians. Was there any training or education for them?

We don't know much about them except that they were scholars themselves. They were appointed to the post of librarian as a sort of capstone to their career. Often the librarian was called upon to debate with the court or teach the king's children, so he also had a role in the royal court. But there must have been people involved with the care, storage and use of the actual books.

Q: Was there any rhyme or reason to what the kings collected for their libraries, or were they more interested in simply acquiring anything they could get their hands on?

The stories we have are of rapacious collecting, but not in a random way. The kings had purchasing agents who generally were well-known scholars, and they would send them out with orders to buy books. But given that the kings employed scholars to run their libraries, I don't think they saw collecting as simply acquiring materials.

Viewed from the perspective of the global library, a king of that era would have aspired to collect as much knowledge as he could, even if that knowledge belonged to his neighbors rather than to his own culture. For example, the library at Alexandria was in Egypt, and Egypt had a long-standing literature of its own—the Greeks were simply a layer on top of a much deeper, older culture. There is some evidence that the Greeks talked to Egyptian priests and that there were works written in Greek that reflected and translated elements of Egyptian literature. There is also a well-known story that one of the Ptolemies sponsored the translation of the Jewish Old Testament into Greek.

Q: The library at Alexandria was perhaps the best known of the Classical libraries, but there were others. Was there any contact between these libraries—any attempt to share their resources and make them more like global or world centers of learning?

There was contact and also competition. After Alexandria, probably the best-known library was at Pergamon, in what is now Turkey. The Attalid kings in Pergamon and the Ptolemies in Alexandria competed very avidly with each other to accumulate the best library—there are a lot of stories about books being stolen from ships, for example. When Pergamon finally fell into Roman hands, the rumor is that Marc Antony sent all the books to Egypt as a gift to Cleopatra.

On a smaller scale, most cities of any standing would have had a gymnasium, and many gymnasiums would have had a place for the young men of the town to be educated in both mind and body, and the mind part of the gymnasium might well have included a library. So there would have been a lot of civic libraries dotted around the Classical world at this time.

Q: After the Classical period, what was the next evolution in early libraries?

The next phase was the Roman world. When Augustus defeated Egypt and became the first emperor of Rome, he found himself in possession of huge numbers of books. He'd just captured Alexandria, so he had the books from there, and all of his former rivals and

enemies from the civil war had died or had their estates confiscated, so he had all of their books as well.

What he did with those books was to found two public libraries in Rome. He did so partly, I think, in imitation of Alexandria and Pergamon and partly to draw a distinction between his rule and that of kings, which the Roman people considered anathema. So he created libraries but he made them public libraries, and that's the next big phase of the story.

Q: Today there are online "global" or "world" libraries that are public. Some of them contain a lot of information but are actually targeted toward narrow slices of the population—lawyers or doctors, for instance—while one, the World Digital Library, really is meant for everyone but offers relatively little information. These developments suggest that the libraries of today are eerily similar to those of 2,000 years ago.

With ancient libraries, the orthodox thinking has always been that not many people could read and certainly not very many could afford to spend their lives pursuing literature, so libraries were used by a small number of people to talk to each other. I think that's partly true, but it's also the case that the emperors and kings spent an enormous amount of money creating libraries as architectural monuments on prime city sites. Yes, they were intended to appeal to the wealthy and scholarly people who used them, but they were also meant for passers-by, and you can see this clearly in the next phase of the story.

Across the Roman Empire, cities and towns competed with each other to install more and more Roman types of buildings—Roman baths and Roman forums and Roman amphitheaters. One of the buildings in that suite of buildings would become the library, and many of the citizens in the towns of the Greek East would want to imitate Rome's library buildings. So there was a constituency beyond the wealthy citizens and scholars of Rome who wanted to create a literary center in their own town.

When you see these libraries, they're built on very prominent streets and have elaborate facades that grab the attention of people passing by. A good example of that was the library at Ephesus in Turkey. This library was really multi-functional—it contained books, but it also was the tomb of the founder, Celsus, who was buried inside it along with his family. With the façade on the outside, it was like a billboard for him and his family. And all of this was on the busiest street corner in town, where the land must have cost a lot.

This library was doing a lot more than just housing books for a few scholars to read—it was occupying a prime piece of real estate and promoting the founder as a scholar and patron of the arts.

Q: Today, libraries are often seen as virtual rather than physical concepts. Some libraries are opening coffee and snack bars to encourage people to come into the building and socialize and perhaps re-create an atmosphere of a community of scholars. What lessons can these libraries draw from the ancient libraries?

A lot of ancient libraries appear to have had a very large, open, central floor area, and that area seemed to be intended to accommodate either a large number of readers or performance events like speeches or debates or lectures, all of which were quite popular in the ancient world. In essence, the library had an architectural configuration so that it could be used by people who wouldn't be able to read the books but who would want to see a concert or debate. That's sort of a parallel with the modern library.

What I don't think is a parallel is that modern libraries have to constantly justify their funding by proving they have people coming through the doors and by conducting outreach activities. Ancient libraries really didn't care about that sort of thing, though they did try to accommodate large audiences because they were, in a way, advertisements for the generosity of their patrons.

Q: Did the proliferation of public libraries during the Roman era diminish the standing of the large libraries and perhaps reduce their claim to being world centers of learning?

There wasn't a second Alexandria, which developed a sort of legendary status. With Alexandria's fall, Rome became the center of intellectual activity in the ancient world. A lot of the librarians from Alexandria were brought to Rome by emperors. So Rome acquired the books and the personnel and the reputation, and in Rome there were a few libraries that acquired pre-eminent status—Augustus' library on the Palatine Hill, Vespasian's library in the Temple of Peace, and, later, Trajan's libraries.

The great imperial libraries always had a sort of luster and reputation to them. Scholars always wanted to get their works into those libraries, because that would mark their acceptance and seal their fame. Imperial libraries had the best staff, the best funding, the best of everything, and they set the fashion for libraries that came behind them.

Q: Do you think an online global or world library can duplicate an early library, such as the one at Alexandria? Should that be a goal of such a library?

There are going to be some points of overlap and points of dissimilarity. In terms of their ambition to be all-encompassing and amass the greatest possible amount of resources and information and make it available for comparison between texts, the global libraries share a vision with the ancient libraries. The difference, of course, is that the ancient libraries existed to corral those texts into one physical space and bring the reader to the texts.

Holding the texts inside a locked cupboard in a marble library guaranteed their authenticity and allowed people to come and visit. The online libraries do just the opposite—they let you visit at 2:00 in the morning in your pajamas and download the information, but not view the physical object. So there's a difference, but they share a common heritage in the collection and transmission of material and in safeguarding it for the future. **SLA**

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10 Questions: Adaire Klein

STARTING WITH TWO BOXES OF BOOKS IN A BASEMENT, ADAIRE KLEIN DEVELOPED A LIBRARY AND ARCHIVES THAT SUPPORT A WORLD-CLASS MUSEUM, A BOOK AWARD AND RELATED VIDEO CONFERENCES, AND LOCAL SCHOLARS—NOT TO MENTION THE PUBLIC AND OTHER LIBRARIANS.

BY FORREST GLENN SPENCER

Although the late Simon Wiesenthal gained fame as a "Nazi hunter," he typically did not track down war criminals himself. In helping bring to justice more than 1,100 Nazis—most notably Adolf Eichmann, who oversaw the extermination of millions of Jews—he used processes familiar to any librarian, such as gathering, organizing and analyzing information. Relying on evidence culled from government files, World War II veterans, and even disgruntled Nazis who held grudges against some of their former colleagues, Wiesenthal patiently pieced together incriminating evidence that would stand up in a court of law.

In 1977, the Simon Wiesenthal Center was established to commemorate those who died during the Holocaust and to promote international human rights and dignity. One of the center's main educational resources is the Museum of Tolerance in Los Angeles. Supporting the work of the museum are its library and archives, which are located across the street.

The director of the library and archives is Adaire Klein, a Brandeis University graduate and longtime member of SLA. *Information Outlook* interviewed Adaire earlier this year about her work and the challenges she faces.

Q: Tell us about the Simon Wiesenthal Center and your work in its library and archives.

We are a human rights organization. We are very proactive as well as reactive in our activities and programming. The center includes its major educational arm, which is the Museum of Tolerance. We also maintain the New York Tolerance Center and offices in other cities, such as Jerusalem, Paris, Toronto and Buenos Aires. We are building the Center for Human Dignity in Jerusalem and expanding the Museum of Tolerance in Los Angeles.

The Wiesenthal Center was founded in 1977 by Rabbi Marvin Hier. The library and archives opened in 1978, when I was offered a part-time job to

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develop what was then just the library. I did what I have never done in my life: I gave up another job in mid-stream to accept this one. I had a librarian position in a private elementary school, and under normal circumstances I would have waited until the school year ended. I'm not sure why I took the position, but I'm happy I made the change. I accepted the challenge to develop something from nothing.

Adaire Klein at her desk at the Simon Wiesenthal Center's Museum of Tolerance in Los Angeles.

Q: What was your first day like?

I began my first day with two boxes of 50 books, some of which dealt not only with the Holocaust but denial of the Holocaust. I was in the basement of the building where the museum is today.

From the beginning, we determined that the library would support the exhibitions of the museum and the public. It was not going to be a library that would service just the staff or the internal function of the museum. We were, from the start, open to the public, and I'm still committed to that policy to this day.

The collection grew over time—30 years later, we have about 60,000 volumes. We're not in our original space, but diagonally across the street. Our policies and our goals are very concerned with recording history and preserving and conserving documentation for future generations. Our services include reference, which is a significant part of our world.

Q: What's the relevance of the archives to the center?

Back in 1981, we realized that people were leaving archival material—documents, photos, testimonies, artifacts, and so on—at various offices, with whomever they were meeting. Finally, the library stepped in and took it all, creating the archives. The institution is grateful we did that, and the archives continue to grow.

As we all know, the world lives with a very short memory. Sometimes we have to be concerned about where the future lies and the question of who's going to sit in my chair and yours in the next generation. We have to make sure that the next generation is prepared to understand the past they did not experience. That's our role.

The question is, what we can preserve and document of primary material so that, 50 or 100 years from now, these documents and photographs will be witnesses to history? We've been honored for our work in this area. In 2000, we received the first Institute of Museum and Library Services (IMLS) National Award for Library Service. It's a great honor for us as an institution and a library and for me personally.

Q: Who are the users and patrons of the library and archives, and how much staff support do you have?

Our biggest users are educators and young people. We also have the media, holocaust survivors, authors, historians, academics, genealogists, and the general public, of course. We run the full gamut.

Unfortunately, due to the economy, my staff has decreased. I am without an archivist and a reference librarian. Both positions opened up due to attrition, and the decision was made to not hire new staff replacements. In addition to these losses, we had to cut back our access to four days a week.

I am very dependent on my marvelous volunteers. We also get help during the year from interns from the UCLA Library School and the San Jose State program. This past summer we had an intern from the University of Illinois—her home is Los Angeles. I have a former archivist who gives us time when she's in town.

We also have someone who's on the *Gedenkdienst* program. In Austria, there is compulsory military service for young men; however, they have an alternative program whereby men are allowed to serve in remembrance to the Holocaust and Austria's role in it. These young men are usually very fluent in English and know German well, and they provide us with golden opportunities. To give you an idea, the Shoah Foundation interviewed Simon Wiesenthal before he died The interview was conducted in German, his native tongue, and I had an Austrian intern work with another volunteer, who used to teach German in college, to transcribe the entire 12-hour interview and translate it into English. This makes it available to a much larger audience.

Q: How have you adjusted to technology and its impact on services?

The number of people who actually come into the library has decreased over the years with advances in communications technology, but we get a much broader spectrum of questions. We recently launched our digital archives online, which will only include materials we are able to grant permission to use. Although this service is in its

infancy, there have already been some interesting searches and requests—for example, one user recognized a photo of a relative and identified a person for us. Users can search both the library catalog and the digital archives in a single search or each one separately. Students can download JPEG files from the digital archives (photos, documents, etc.) for school projects.

But we don't let technology blind us to our commitment to authenticity and documentation. For example, there's a national program known as History Day that's held in elementary, middle and high schools. It's patterned after science fairs and it's tiered, with competitions on the local, state and national levels. It's sponsored by the Constitutional Rights Foundation. Participating students review primary materials for the competition and prepare a bibliography from the research they've delved into.

Over the years, we've had students who've utilized our resources and gone on to state and national finals and even won national finals! One year, we assisted three students who lived in Bakersfield, California. Their topics were the uprising of the Warsaw Ghetto, Medgar Evers and the NAACP, and the Munich Olympics massacre. That year, all three topics represented the state of California in the national finals. Another year we had a group of students who did a project on the post-World War II immigration of Holocaust survivors to Israel, and they won the national finals. Last year, there were students who did a project on *Mendez v. Westminster School District* (1946), which involves segregation, and they won the national finals.

The museum's Department of Library and Archival Services cosponsors a life story memoir writing class, which meets weekly in the library. An anthology of the memoirs is published each year.

These young people who are going to be in our seats in the next generation are very important to us. We put forth a real effort for them.

Q: Speaking of young people, please talk about the special annual program you conceived, the Once Upon a World Children's Book Award.

The Once Upon a World Award was created with my friend Sonia Levitin. She's the author of 40 books for children and young people, including *Journey to America* and *Silver Days and The Cure*. Very often, her books are historical fiction.

It so happens she's a Holocaust survivor, born in Germany, and her family was among the fortunate to have gotten out. Back in 1994, Sonia came to me and said, "Adaire, it's important that we recognize children's literature that teaches tolerance, human understanding and social justice." So we brought together some librarians, educators and authors, and we created the award.

The award's first year was in 1996, for a book published in 1995 that deals with the Underground Railroad and what it meant. We've been honoring other books since then annually. The recipient receives a plaque, a $1,000 check and a trip to Los Angeles. This

Name: Adaire J. Klein

Joined SLA: 1980

Current job: Director of Library and Archival Services, Simon Wiesenthal Center/Museum of Tolerance, Los Angeles

Previous employer: Sinai Temple Library (Los Angeles)

Years in the library profession: 35

Education: B.A. in Hebrew Literature, Brandeis University; M.A. in Near Eastern and Judaic Studies, Brandeis University.

First job: Teaching Hebrew to first graders at the Menorah Institute in Roxbury (Boston)

First library job: Other than helping students in the library as an undergraduate, my first real library job was at the Sinai Temple Library in West Los Angeles

Biggest challenges today: Funding, technology, acquisitions, staffing, library advocacy

Our library's goal is to be the librarian's library. Our door is always open.

Adaire receives the 2000 National Award for Library Service on behalf of the Museum of Tolerance Library and Archives. The award is given by the U.S. Institute of Museum and Library Services.

year, the award program will be held on Sunday, November 7, and it's an all-day program.

Q: It has expanded from its original blueprint, hasn't it?

Yes. We realized it's nice to have a program on Sunday, and everyone enjoys it, but we were reaching only local people. Now, when the authors come, we keep them over to Monday or Tuesday and conduct a video conference with children in Los Angeles and elsewhere in the world. This started after the book award in 2007.

The video conferences have been exciting events. For example, in 2007, we honored Russell Freeman's book on the Montgomery bus boycott. For the video conference, we had 100 children here and 100 children in Montgomery, Alabama. Both groups read the book, talked to each other, got involved with activities, and asked questions.

After the book award in 2007, Sonia and her husband, Lloyd, who endowed the book award in 1997, sat me down and said what we are doing is great, but we're leaving out a significant portion of our reading audience, the readers above age 10. Beginning in 2008, the Levitins made it possible to have two awards given each year—with the same parameters, values and issues—but we are reaching out to a young adult audience as well.

In 2008, we honored a book about Jeannette Rankin. She was the first woman elected to the U.S. House of Representatives, from the state of Montana. For that video conference, we included a school group from an all-girls high school, which we thought was important so as to remind them of a time when women couldn't vote or serve in Congress.

This past November, we honored *Planting the Trees of Kenya* and *Libertad*. The latter is a story about children living in the city dumps in Guatemala. That video conference focused on children who become innocent victims when things go wrong in the world. It's a fictional story based on historical fact; it touches on education and immigration issues, which are extremely important for ninth graders to consider. For the Kenyan story, we had children here speaking with kids in Nairobi, addressing environmental issues.

Q: Where did you study to be a librarian?

Neither of my academic degrees is in library sciences. My bachelor's is in Hebrew Literature—I was second in my class—and my master's is in Near Eastern Judeo Studies, with an emphasis on Jewish history. I went into teaching, beginning with first-grade Hebrew—it was a language immersion program—and then I taught at a Boston Hebrew school. Later I moved to New York, where I met my husband. We lived there until 1973, when his job changed and we moved to Los Angeles. My first encounter with a professional library was when I worked in a synagogue library in 1973-74.

Q: Did you ever intend to follow up in library science studies?

I had hoped to attend the library program at the University of Southern California, but it wasn't possible to have a second income in a family where we were raising three children. Then they closed the USC library program and UCLA didn't accept part-time students, so I built my training and education in librarianship around workshops and university extension programs. I was one of the chosen few (as it were) selected to participate in the 2000 Special Program on 21st Century Librarianship at Stanford University for a week.

Q: When did your SLA affiliation begin?

I became a member about 1980. I felt the need to identify with those larger organizations that represent the type of library I'm involved in and committed to. Our library's goal is to be the librarian's library, because we've received questions from librarians all over the country looking for information. Our door is always open. **SLA**

Special Libraries in Developing Countries

DESPITE A LACK OF COMPUTERS AND INFORMATION RESOURCES AND LITTLE OR NO INTERNET ACCESS, SPECIAL LIBRARIES IN DEVELOPING COUNTRIES HAVE OPPORTUNITIES TO HELP UNDERSERVED POPULATIONS.

BY STEPHEN KIZZA

The World Bank defines "developing countries" as those with low and moderate levels of per capita income. In its 2008 survey, the World Bank (2009) classified countries with per capita incomes below US$ 975 as "low income" and those with incomes between US$ 976 and US$ 11,905 as "middle income." The United Nations Human Development Index, which considers indicators such as life expectancy, literacy rates and standard of living, defines developing countries as those lacking a significant degree of industrialization and having low to medium standards of living.

Under both definitions, more than 80 percent of the world's people live in the 100-plus developing countries. Given their low level of industrialization, minimal mineral processing, peasant-based agricultural production system, and limited levels of formal tertiary services, these countries have been slow to establish special libraries. Few nongovernmental organizations (NGOs) have information centers; among business enterprises, information centers are almost unknown.

An Array of Mini-Libraries

Due to financial constraints, the special libraries that operate in developing countries tend to be poorly stocked. Journal subscriptions are almost nonexistent; shelves (if they're available) are mostly empty. Barreto da Rosa and Lamas (2007) noted that a 1993 study found that "56% of the institutions in countries with less than US$ 1,000 GDP per capita have had no international journal subscription for the last 5 years, and 21% had only 2 subscriptions." There is no reason to assume that conditions have improved much, since the economies of most developing countries are in no better shape today than they were 10 years ago.

In developed countries, library users are accustomed to searching the library catalog or indexes for suitable titles, then going to the shelves for the actual full text of books or journals. If materials are not held in the library, users can request them through an interlibrary loan. These activities are largely unknown in developing countries—most special libraries lack basic items like bookshelves and catalogs. (In 2006, the librarian of the Ugandan Ministry of Energy and Mineral Development started the ministry's resource center with two donated bookshelves and one computer for users.)

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Even in libraries that have a basic infrastructure in place, shortages abound. It is common for resource centers in government agencies to hold numerous copies of single documents that, for lack of resources, have not been distributed to their intended audiences. Thus, it is not unusual for a resource center of a ministry not to have key policy documents produced by sister ministries within the same government.

Moreover, a lot of research literature, feasibility studies, reports, conference papers and the like are locked in the desks of officials in various ministries, organizations and corporations, effectively creating an array of mini-libraries in individual offices. Not until they are constrained by lack of space do these officials submit copies of the documents to the resource center in their organization.

The information materials held in special libraries in developing countries typically are in printed form. There is minimal cataloging of materials—most resource centers lack online public access catalogs, and those that have attempted to catalog have used Microsoft Access, which does not support Web publishing, or UNESCO's WINISIS, which is outdated—and little inter-library lending, making it difficult to identify inventories. Documents ranging from policy statements to bills and acts to technical reports comprise the bulk of information materials available in the resource centers of government ministries and agencies.

While most parent organizations of special libraries in developing countries have Web sites, they have made only limited attempts to integrate the holdings of their libraries into the sites, and this information is not regularly updated. Partly for this reason, a lot of content held in these libraries is underutilized and inaccessible.

Lacking Basic Services

Notwithstanding the challenges they face, special libraries have a long history in Africa, with repositories in Mali, Egypt and Ethiopia. More proactive progress is observable in Kenya, Nigeria and South Africa (Van Rooi and Snyman 2006). In Taiwan (Chen and Chiu 2005), services are relatively basic and conventional, and there is insufficient participation in corporate knowledge management projects and corporate information services. In mainland China, efforts to coordinate and integrate the activities of special libraries into the country's library system have taken root.

To learn the status of special libraries in my home country, I conducted an informal survey of 12 libraries in Kampala, the capital of Uganda. Four of the libraries I visited were ministerial resource centers, six were in government agencies, and two served research institutions in health and agriculture. By talking to the librarians in charge, I was able to find out about various aspects of the services rendered and the facilities available for patrons.

This study was by no means exhaustive—the libraries I visited were chosen largely because of their proximity to the city center. The survey revealed, however, that even very basic services are lacking in most libraries (see Figure 1) but also that some advances are being made to take advantage of information technologies.

As Figure 1 makes clear, there is minimal journal availability in Uganda's special libraries. The commercial databases that are accessed by research institutions are mainly those available through consortia; open access is the other alternative, though most librarians I talked to were unaware of the most popular open access databases. Most libraries have computers, but not all of them are connected to the Internet and some are not accessible to the general public.

Increasing Access

Despite this appalling state of affairs, inroads are being made. A growing focus on collection development and management is enabling some special libraries to better meet the overall goals of the institutions they serve as well as the specific needs of users. Research reports and special collections are being digitized and uploaded to institutional Web sites, thereby increasing access to information (science and technology institutions are taking a leading role in

Figure1: Services Offered by Special Libraries in Uganda

Type of Library	Journal Subscriptions	Commercial Databases	Open Access Databases	OPAC	Classification	Computers	Internet Access
Government (4)	1	1	2	1	2	3	2
Government Agencies (6)	0	0	1	0	2	3	2
Research Centers (2)	2	1	2	0	2	2	2
% of Total	**25**	**16.6**	**41.6**	**8.3**	**50**	**67**	**50**

N=12

China provides an example that other developing countries could follow. Special libraries established, controlled and funded by the central government are successful in mainland China.

this regard). Hardware and software costs and a lack of technical skills are still a hindrance in this area, however, and are limiting the number of libraries taking these actions. The example of the Indian Institute of Technology in New Delhi, where a team of people with diverse skills and knowledge worked together to digitally modernize their library, should be emulated.

Because commercial databases remain out of reach of most special libraries in developing countries, these libraries rely instead on open access sources. It is hoped that through open access mechanisms, scientists in developing countries will be able to access and disseminate scholarly research as readily as their counterparts in developed countries (Alemu 2009). Currently, gaining access to scientific research involves either open access archiving of published research or online archiving of journals, where the cost of the publications is met by the authors' funding body or institution (Chan and Costa 2005).

Some libraries are using CD-ROM technology and networks (both local area networks and wide area networks) to provide access to bibliographic databases, online catalogs, and the full text of journals. A case in point is the International Nuclear Information System (INIS), which offers databases on CD-ROMs and DVDs that list more than 3 million bibliographical records and 600,000 full texts of conventional and non-conventional literature. The CD-ROMs and DVDs are supplied free to member countries of the International Atomic Energy Agency (IAEA 2010).

Access to information through CD-ROMs and DVDs is hampered, however, by the limited number of computers. Some developing countries are addressing this shortage through fiscal policies (such as tax waivers) that encourage the purchase of information technology equipment. This is true in Uganda, where the importation of computers is tax free.

Growth in Mobile Phones

But obtaining more computers is only part of the battle. Most developing countries access the Internet through satellite connections, which are very expensive to install and maintain. (This is likely to change in the coming years, as many Arab and African countries begin connecting to submarine fiber optic networks.) The potential market for inexpensive Internet access in developing countries is enormous—according to Barreto da Rosa and Lamas (2007), there are "more than twice as many Internet users in Germany than on the entire African continent," and a study conducted recently by the African Virtual University (Fritz 2005) found that African colleges pay 50 times more for their bandwidth than similar institutions in the rest of the world.

The use of wireless application protocol (WAP) devices to access the Internet is hampered by the high costs associated with this kind of service. The poorly developed communication infrastructure that prevails in most rural areas of developing countries, coupled with the exorbitant initial costs of acquiring mobile devices with Internet-enabled capabilities, keeps many people away from this technology.

One positive development is that developing countries are witnessing a high rate of growth in the use of mobile telephones. Africa, for example, has registered the world's highest mobile phone growth in recent years, ranging from 50 percent to 400 percent (Juech 2008). The Sir Albert Cook Library, in collaboration with Makerere University Medical School in Uganda, provides some medical students with personal digital assistants (PDAs) so they can access medical databases and other reference tools when treating patients in areas with unreliable or no network coverage. Other technologies, including virtual referencing, instant messaging, and voice over Internet protocol (VoIP), are also being used to enhance information delivery.

One such technology is Question Box, a free telephone hotline designed to provide information to people in remote areas who lack access to the Internet and computers. In Uganda, Question Box is being used to share information with farmers in rural areas. Similar to this is the Grameen Foundation, which allows people to find information on topics like health and agriculture through the use of text messaging. These services clearly are the future of accessing specialized information; they also are a strategy that special libraries can easily adapt to enhance information delivery, a function at which most developing countries have failed tragically.

Becoming Proactive and Visible

As noted earlier, the economies of many developing countries are dominated by peasant-based agricultural production, extraction mining, and limited industrialization. These are areas where a lot of research is being conducted by governments and academic institutions, yet the research findings rarely reach the rural population involved in the activities.

There is a need for special libraries to be more proactive in devising mechanisms for delivering information to rural villages. They should become more visible in these villages and sup-

ply specialized information about better methods of farming, pest control, agricultural mechanization, environmental and energy conservation, and so on. They can be funded the way public libraries are funded, except they will provide specialized information to a different type of clientele and will be better positioned to generate their own income in due course.

China provides an example that other developing countries could follow. Special libraries established, controlled and funded by the central government are successful in mainland China. The government is in charge of the exchange of information and cooperation between special libraries, building and leading the national information network, and establishing and implementing rules, laws and standards concerning information services (Hu 1996).

Individuals playing key roles in the establishment of special libraries in developing countries should examine China's model and pick the elements that are palatable to them. They should also refer to the successful experiences of advanced nations and incorporate some of their practices.

Meanwhile, librarians in special libraries in developing countries need to get enhanced training through workshops, lectures and hands-on exercises to learn modern techniques of information management and delivery. Librarians in resource centers, documentation centers and other settings are viewed as support staff and are not a priority in institutional training programs. This is where professional organizations like the Special Libraries Association (SLA) should come in. There is a need to get librarians in special libraries organized into professional associations so they can start networking and sharing information and experiences with peers. Through such interactions, which can be virtual or real, they will get exposed to modern trends and learn to exploit available opportunities.

Organizing and Networking

More and more such opportunities are becoming available. Developing countries are witnessing an increase in Internet access, and information technologies are becoming more widely available. Librarians need to use these tools to increase their collections and improve access to them. They also need to take advantage of funding from donor agencies to automate and digitize their collections.

Open access and instructional repositories have improved accessibility to a lot of literature from developed countries and spurred the creation of local content resources. These resources though, are not fully utilized. Developing countries must seek funding to improve their infrastructure (especially in the area of information technology). Special libraries will benefit in the process.

Librarians in special libraries in developing countries must get organized and start networking. They need to speak with a single voice and take advantage of bargains accruing from group negotiations with commercial database and other publishers. There are many practices and innovations that special librarians in developing countries need to adapt to help their nations, their organizations, and their countrymen prosper. **SLA**

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Using a 'Collabulary' to Create a Taxonomy

A TAXONOMY CAN HELP ORGANIZATIONS CAPTURE AND MANAGE INFORMATION AND KNOWLEDGE AND MAKE THEIR WORKERS MORE PRODUCTIVE.

BY MARJORIE HLAVA

Libraries and librarians have been the gatekeepers to knowledge stores for more than 200 years. As their collections grew, they invented ways to easily find the information and knowledge they stored by creating classification systems and then subject headings to identify the concepts or topics represented in the items being stored. Every major language now has at least one classification system, and most countries have created and adopted classification and subject access systems, such as the Universal Decimal System (UDC) or Lenin's outline of knowledge for Russia. In the United States, the use of the Dewey Decimal Classification System, Sears Subject Headings, and the Library of Congress Classification System is widespread.

With the ubiquity of computers and easy access to information afforded by the Internet, gate keeping focusing on a single item has diminished, but the need to find information that suits a person's search query has become ever more important. The ocean of information is deep and rich, but very difficult to navigate. Google has created a false sense of security in the typical Internet user's mind. "I can just Google it," people think, and they do—and then they get millions of possible results ranked according to topic relevance or the level of confidence that any given result will satisfy their request.

More and more staff time is being spent this way. On average, office workers now spend 35 percent of their time—nearly three hours in an eight-hour work day—using their computers to look for information. This is incredibly expensive.

To compound the information management problem, many organizations continually lose bits and pieces of their knowledge base because workers take valuable information with them (in their heads) when they retire or leave to take another job. Baby boomers worldwide are beginning to retire in droves, and organizations of all types are downsizing in response to economic pressures,

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leading to a near crisis in information availability and access. Knowledge management—capturing information before workers leave and documenting what was learned about a process or project before starting the next one—is a partial response to this problem. But these things are very hard to do, not to mention boring. When you complete a project, you want to move on to something new, not document what you've already done.

Serving as a Backbone

What if people could document what they learn as they go? What if the information and perhaps even the knowledge they are acquiring could be captured as it is being learned and applied? What if a group could use a social networking application to share and capture information and knowledge created throughout the life of a project?

I believe that a well-formed taxonomy, serving as the backbone of, say, a knowledge management or information management or SharePoint repository, can enable this capture of knowledge. If such a taxonomy were implemented—and that is a big *if*—it could help the remaining staff members in downsized organizations make the most of their working hours by being more productive.

A taxonomy is an outline of knowledge. A taxonomy can form a site map for a Web site or a view of the contents of a body of work. It is a set of nested terms, with parent-child or broader-narrower relationships, and is the hierarchical or broader-narrower view of a thesaurus.

Until recently, taxonomies have not been used much in relation to "tagging" social media, but this is changing rapidly in response to evolutions in metadata and searching. Historically, taxonomies have been used to tag articles and other textual content as part of a controlled vocabulary. Taxonomies indicate the concepts in a document and, as part of a thesaurus or controlled vocabulary, form the basis for database keywords and controlled descriptors.

Taxonomies can be created by groups or by harvesting information nuggets as they are contributed. A few organizations are already leading the way in these types of implementations. They use taxonomies in publications, SharePoint repositories, author submission systems, Web sites, search queries, records, inputs to the search system, browsable search trees, displays for browsing, and other processes and applications (see Figure 1).

Taxonomies can be used to discover trends by analyzing the terms in an information corpus over time. Instead of using (often irrelevant) co-occurrences in huge batches of text, organizations can use a taxonomy to hone in on the data and the concepts they represent. This provides a much deeper understanding of a data set or a streaming feed of data. A large set of records can be automatically indexed using various taxonomies and then compared for specific knowledge domains. The data can be graphically displayed in many ways to show the concentration of information and how it moves or converges over time (see Figures 2 and 3).

"Okay," you say, "I'm convinced I should have a taxonomy, but what kind of work is involved in this task? It seems like a major mountain must be climbed to create and implement a taxonomy!"

There are two ways to get started. One way is to hire a firm to do the work. For some organizations, this approach works well—it gets you off to a fast start and provides you with a guide to

Figure 1: Taxonomy Search Options

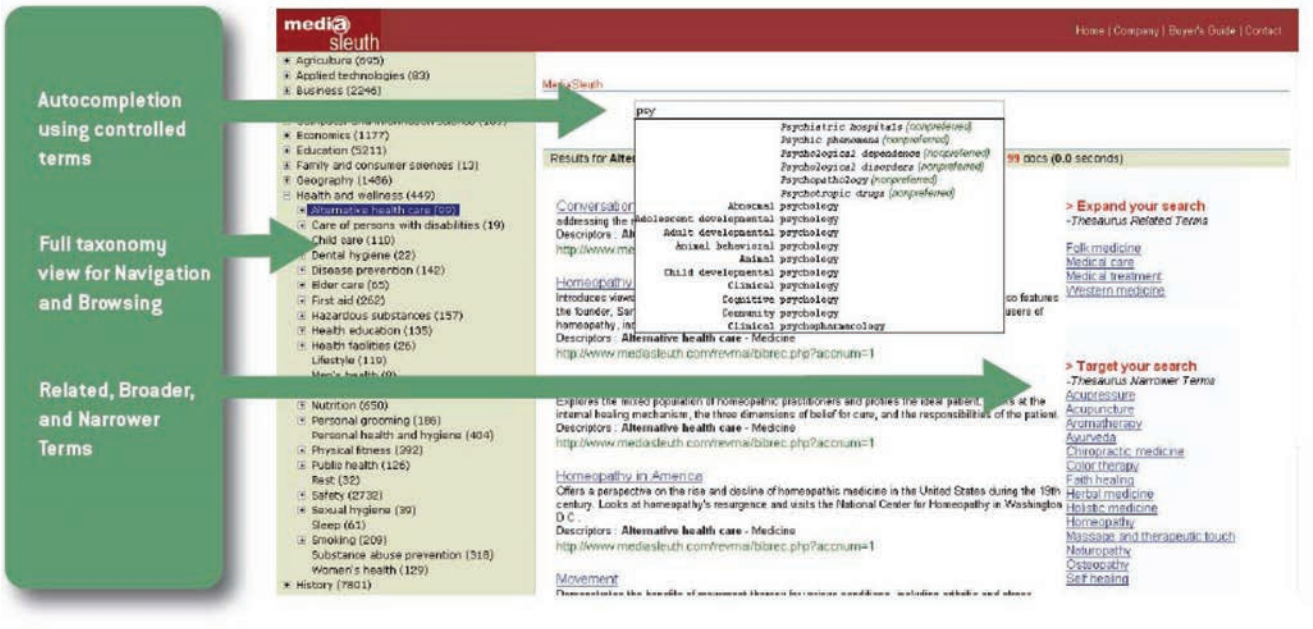


Figure 2: Taxonomy Term Analytics

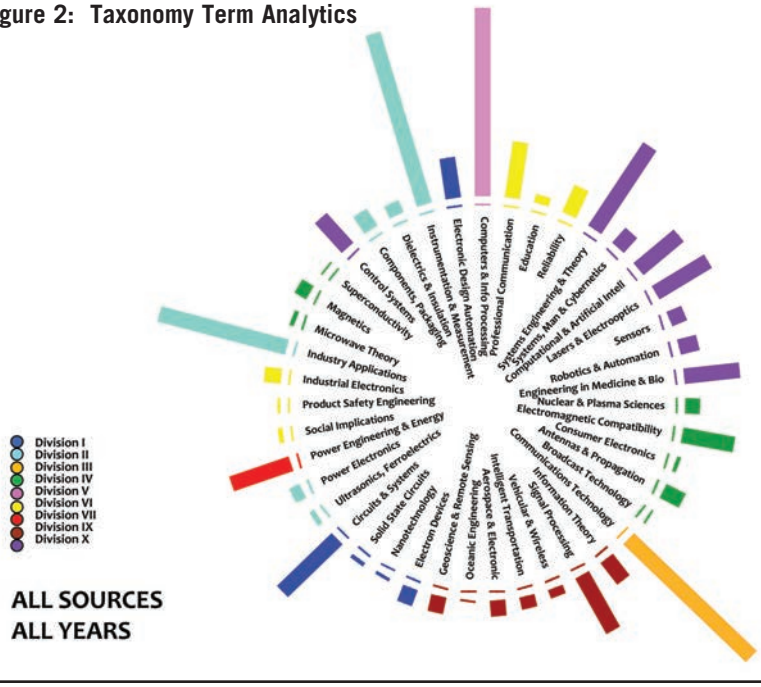
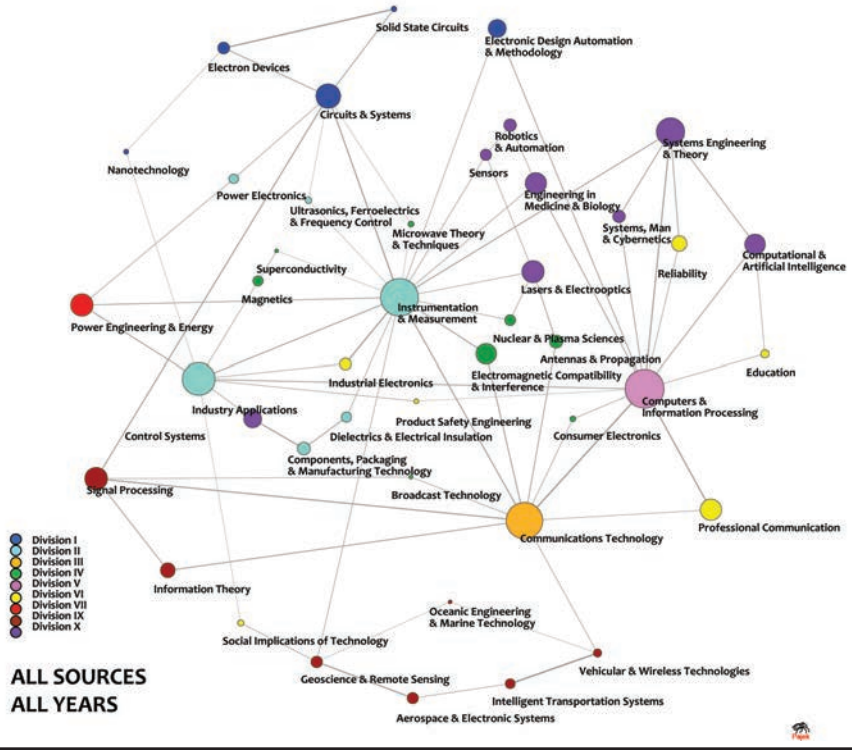


Figure 3: Taxonomy Term Analytics



the implementations and hooks. The second way is to do it yourself. In either case, you'll eventually have to take over the work for your own organization. Since some organizations cannot hire outsiders, let's concentrate on some ways you can easily begin creating and maintaining a taxonomy in your organization.

First, you'll need to find at least one wordsmith (and maybe several). Some people love words—their meanings and the variations in the ways they are used. For others, words are simply a communication tool. To build a taxonomy, you must capture the kinds of things people do and talk about in your organization—the concepts that describe their work. The wordsmiths can work with the concepts and can perceive and create the relationships needed for a successful taxonomy. Others can add valuable contributions around the concepts.

Enticing Participation

People are increasingly using Web tools such as wikis or purpose-built software to build a collection of terms to use in tagging. In these efforts, the wordsmiths take the lead; others join in when they see the worth of the tagged items or have items to contribute. The method I've seen most often for contributing to vocabularies is a blog or wiki monitored by an editorial team that evaluates each item to ensure strict control.

I'm going to use an increasingly common term, "collabulary," to describe this process and envision it as something much more loose and fun. The lead editor (the taxonomist) visits the wiki or blog occasionally to make sure it's not getting too much out of hand. The development process is something like that of Wikipedia articles, where the participants (if there are enough of them) tend to keep things in line by correcting and improving on each other.

To entice participation, the main topic could be somewhat whimsical or interesting—for example, people could contribute vocabulary items pertaining to their home towns. This would tie in with user contributions on other topics to form a community-developed thesaurus and provide various possibilities for associating (or not) with the registry.

The purpose of the taxonomy and the end product will help determine the technology that is used to develop it. Suggestions without a related discussion (not recommended) would require nothing more than an input form that produces a table of information that could be displayed as a hierarchy (automatically or as the source of an import). However, if we want to encourage a discussion, then a forum that organizes discussions in threads (perhaps one per

term) would work. Entry of vocabulary items into the thesaurus would probably be performed manually; the hierarchical display of the product from the resulting thesaurus could be dynamic. (See the forum for suggestions to the ASIS&T thesaurus at http://www.dataharmony.com/ASISTNotes/, which has a little bit of discussion in the "Terms in the ASIS&T thesaurus" section.)

A wiki could serve the same purpose, particularly if each page is dedicated to a term. Links to broader, narrower, and related terms might be easier to display. Users will need to know a little about formatting, but wikis may be common enough to negate that problem (or a moderator could clean up pages submitted by novices). Page templates could include sections for scope notes as well as general discussions and term relationships. A form could be created that would produce an initial page as well as structured term data for import into the hierarchy. Discussion items could be added, manually reviewed, and acted upon by the taxonomist in charge of the collabulary project.

For either a forum or wiki, the hierarchical product could link to the thread or page on which the discussion about the term appears. The initial discussion would probably just take place among your own team.

You should consider starting with an existing thesaurus, even if it's just a skeleton of what you expect the end product to look like. Many of them are publically available. The U.S. government has produced some high-quality thesauri that can be adopted in toto or piecemeal, depending on the subject area in which you're interested.

Start small, organize the information in one area, and build out from there. Librarians are often wordsmiths and are well suited to this kind of work. Many resources, including standards, books, Web sites and wikis, are available to provide guidance. The new Taxonomy Division of SLA has information and members available to discuss the project. **SLA**

TAXONOMY STANDARDS

Taxonomy standards include thesaurus and terminology standards from the National Information Standards Organization (NISO), the British Standards Institute (BSI), and the International Organization for Standardization (ISO). In addition, standards for displaying and connecting the content for semantic Web connections are available from the World Wide Web Consortium (W3C). The standards of interest to librarians are as follows:

ANSI/NISO Z39.19: Guidelines for the Construction, Format, and Management of Monolingual Controlled Vocabularies

BS 8723: Structured vocabularies for information retrieval

ISO 25964: Thesauri and interoperability with other vocabularies, Part 1 (Thesauri for information retrieval)

OWL: Web Ontology Language

SKOS: Simple Knowledge Organization System

ISO 704:2009: Terminology work—Principles and methods

ISO/NP 860: Terminology work—Harmonization of concepts and terms

ISO/CD 1087-1: Terminology work—Vocabulary, Part 1 (Theory and application)

ISO/TR 22134:2007: Practical guidelines for socioterminology

IOS/TR 24156:2008: Guidelines for using UML notation in terminology work

ISO 29383:2010: Terminology policies—Development and implementation

Critical Management Skills for Information Professionals

The ability to communicate well, empower employees, and navigate the political culture can make the difference between success and failure in organizations.

BY DEBBIE SCHACHTER, MLS, MBA

Information professionals who manage others need to have skills in a number of leadership areas in addition to the fundamental skills related to our profession. Not only do we need to know our organization and the industry within which it operates, we have to be skilled at planning, organizing, supervising and leading staff through difficult times. These skills are all the more important in times of crisis or adverse economic situations, when negative work environments can lead to ineffective work teams at best and exposure to resource reductions at worst.

Over and over in the management literature, a number of competencies receive particular attention. I believe there are three skill areas that are absolutely critical, particularly in times of transition or other pressures—communication, empowerment, and political acumen. Given the pace and amount of change taking place in work environments nowadays, these skills are critical to managing change as well as helping you lead your staff through organizational strife.

Communication Skills

Communication skills are linked to almost every management skill or area of personal development. Yes, you can empower others and learn to navigate your organization's culture and customs without communicating well, but to be truly effective at these and other activities, you must have well-honed communication skills. This means you must be aware of the need to communicate and be willing and able to share information with others who need it in a meaningful way. (Ironically, while information professionals are in the business of identifying, managing and disseminating information, we are not necessarily the best at sharing information and seeking feedback from our own staff.)

Communication may (and often does) need to take place through a variety of media—in person, through a blog or e-mail message, on an intranet or Web site, in print, or in formal group settings. Because people learn and absorb information in a number of ways, you will need to convey the same message through a number of channels concurrently if you are communicating with a broad audience at work. This may seem repetitive, but if you are working with a varied or dispersed group of employees, you will need to repeat your message several times, in several ways. Even with this approach, there will be those who don't get the message or misunderstand it, so learn from your efforts and identify what you can do to improve your results.

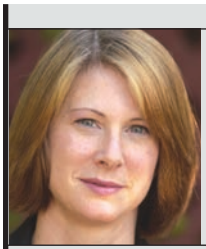
Communication is about engaging others through your message, whether they agree with it or not. Being able to clearly articulate the message may seem simple, but if you are not clear about it yourself, your message to others will not be clear. Especially during times of uncertainty, your staff members need you to convey information, seek feedback, and provide an enduring vision to continue engaging and effectively leading them.

Empowering Others

Recent articles in the *Harvard Business Journal* have discussed the benefits that accrue to organizations that empower their employees and highlighted some of the pitfalls of not empowering them. In the July-August edition, for example, two articles identify the need to empower staff to improve customer service and maintain a competitive edge.

Rosabeth Moss Kanter's "Powerlessness Corrupts" suggests that employees who feel powerless, particularly in situations involving layoffs and increased workloads, may eventually engage in what she describes as corporate sabotage. One of the ways that managers create powerless staff is by limiting the flow of information to them. Empowerment, then, begins with sharing information and extends to granting staff control over, and responsibility for, solving problems and making decisions.

Josh Bernoff and Ted Schandler's "Empowered: In a world where one angry tweet can torpedo a brand, corporations need to unleash their employees to fight back" takes a different perspective, focusing on the positive ways to respond to staff who show ini-



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tiative, especially if they do so outside of their formally sanctioned roles. The authors identify the value of capturing the "HERO" (highly empowered and resourceful operative) people who innovate with technology inside a company.

According to Bernoff and Schandler, if a corporate culture doesn't promote empowerment, individual managers can help change the culture by encouraging and fostering the HERO concept. In the long run, empowered employees help managers provide better service, avoid pitfalls and make better decisions. Even in the most difficult situations, empowered employees will be more resilient in the face of change.

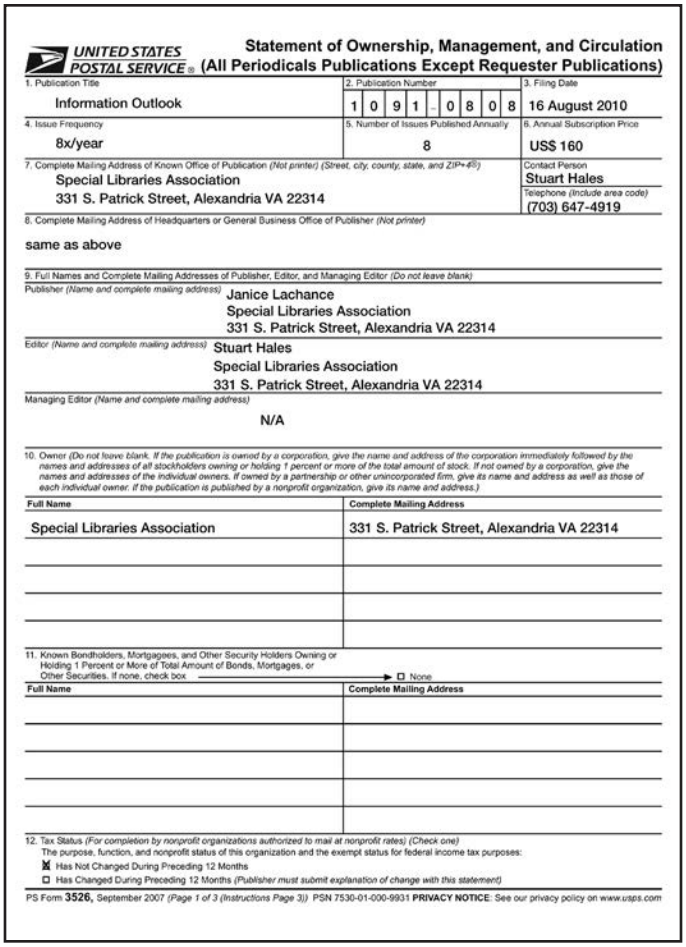
Political Skills

Political skills may not always be considered essential for information professionals, but they cannot be valued too highly in today's business environment. Political skills range from our ability to convince others to do what we want to understanding the many nuances of information that is being conveyed to us. It can also mean identifying someone you need on your side as a supporter, even if he or she does not have formal authority within the organization.

Political skills aren't about manipulating others; their purpose is to facilitate personal and professional relationships and enable you to see the big picture as well as the details. They can help you better understand the perspectives of others, which is a good way to develop effective strategies and tactics. They can also help you position yourself to become an influencer and obtain and retain resources.

Political skills are not always innate—they can be learned—but if they do not come naturally to you, they can feel forced and unnatural. Each organizational culture has its own political structure and customs, which you will need to understand before you can be effective yourself.

It is difficult to pinpoint only a handful of skills that information professionals need to develop and demonstrate to others, but certainly the trio of communication, empowerment and political acumen are three of the most important. Being aware of your abilities in these areas and consciously practicing them will show results over time. There is no magic bullet for avoiding the impacts of the current economic situation, but if you are a strong leader, you will benefit your staff and make a positive impact beyond the information center. **SLA**



UNITED STATES POSTAL SERVICE® **Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)**

1. Publication Title	2. Publication Number	3. Filing Date
Information Outlook	1 0 9 1 - 0 8 0 8	16 August 2010
4. Issue Frequency	5. Number of Issues Published Annually	6. Annual Subscription Price
8x/year	8	US$ 160

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®)
Special Libraries Association
331 S. Patrick Street, Alexandria VA 22314
Contact Person: Stuart Hales
Telephone (Include area code): (703) 647-4919

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer)
same as above

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)
Publisher (Name and complete mailing address): Janice Lachance, Special Libraries Association, 331 S. Patrick Street, Alexandria VA 22314
Editor (Name and complete mailing address): Stuart Hales, Special Libraries Association, 331 S. Patrick Street, Alexandria VA 22314
Managing Editor (Name and complete mailing address)
N/A

10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

Full Name	Complete Mailing Address
Special Libraries Association	331 S. Patrick Street, Alexandria VA 22314

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box → ☐ None

Full Name	Complete Mailing Address

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
☒ Has Not Changed During Preceding 12 Months
☐ Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

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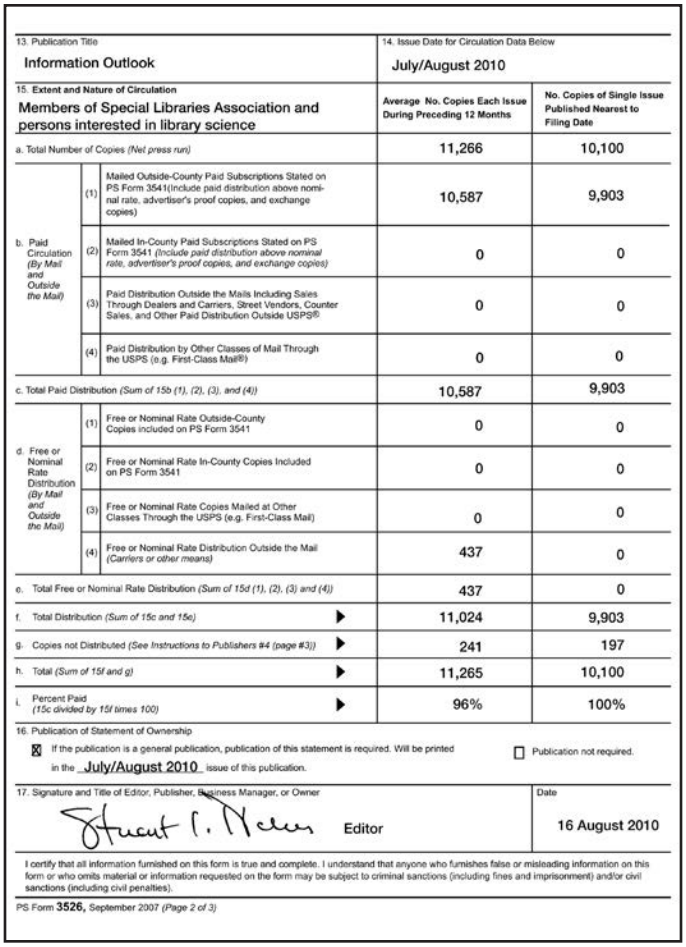

13. Publication Title	14. Issue Date for Circulation Data Below
Information Outlook	July/August 2010

15. Extent and Nature of Circulation — Members of Special Libraries Association and persons interested in library science			Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)			11,266	10,100
b. Paid Circulation (By Mail and Outside the Mail)	(1)	Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	10,587	9,903
	(2)	Mailed In-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	0	0
	(3)	Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®	0	0
	(4)	Paid Distribution by Other Classes of Mail Through the USPS (e.g. First-Class Mail®)	0	0
c. Total Paid Distribution (Sum of 15b (1), (2), (3), and (4))			10,587	9,903
d. Free or Nominal Rate Distribution (By Mail and Outside the Mail)	(1)	Free or Nominal Rate Outside-County Copies included on PS Form 3541	0	0
	(2)	Free or Nominal Rate In-County Copies Included on PS Form 3541	0	0
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	(4)	Free or Nominal Rate Distribution Outside the Mail (Carriers or other means)	437	0
e. Total Free or Nominal Rate Distribution (Sum of 15d (1), (2), (3) and (4))			437	0
f. Total Distribution (Sum of 15c and 15e)			11,024	9,903
g. Copies not Distributed (See Instructions to Publishers #4 (page #3))			241	197
h. Total (Sum of 15f and g)			11,265	10,100
i. Percent Paid (15c divided by 15f times 100)			96%	100%

16. Publication of Statement of Ownership
☒ If the publication is a general publication, publication of this statement is required. Will be printed in the July/August 2010 issue of this publication. ☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner: Stuart L. Hales, Editor — Date: 16 August 2010

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The Emerging New Library/ Librarian Experience

Improving the experience for customers and adding value to their interactions represents the next phase in the evolution of libraries.

BY STEPHEN ABRAM, MLS

Libraries and librarians are all about experiences. In this column, I'd like to explore the knowledge experience and how it has changed over the years with respect to the library/librarian value proposition.

Let's start with an assumption and a bias (mine, of course). First, the assumption: To be defined as a library, there must be some personal increase in the value received in the experience that results in the transformation of the user. Otherwise, we're just talking about transactions—downloads, hits, search results, copies, circulation, and so on. And while transactions are easy to count, they don't begin to show the full impact of interacting with trained information professionals and librarians and the measureable and transformational alignment with personal, corporate or institutional goals.

Next, the bias: I don't believe you can call anything a library unless there's an information professional (e.g., a librarian, technician, archivist, or records manager) involved. A book room or warehouse for paper isn't a library; likewise, a Web presence without the involvement and animation of an information pro is just that—a Web site.

Together, the assumption and bias help us frame the knowledge experience and value proposition. For example, a search box, to date, just doesn't meet the mark in rising to be a true modern library experience. There's no information professional involved and there's not, to my mind, enough value added in the experience.

Now, let's look at the history of the physical and virtual library experiences in four stages.

Stage 1: Providing access to library books. Many moons ago, libraries thrived by providing free access to book collections. Librarians made sure the books could be found (through catalogs) and supported their circulation. In this era, critical advantage came just from having good collections, free use, and convenient hours.

When libraries were challenged by the Internet, they moved their inventory management and circulation systems to computer terminals and the Web. This continues today with the emergence of huge databases of e-books and articles for access and download. Commercial systems like Amazon, Delicious and Digg have proven that readers and researchers want something more—to create metadata and interact and share with other readers and researchers.

Stage 2: Adding services to the book foundation. Fairly quickly, libraries discovered that customers had problems and questions that couldn't be solved easily just by providing access to information contained in books and articles. Services inside libraries rose to the challenge—librarians and information professionals started to improve the quality of questions through reference work and research support of end users. Eventually, training in the use of libraries included bibliographic instruction; with the widespread emergence of electronic resources, advanced training in searching, filtering, evaluation and use became commonplace. Again, this was a big step, but our share of all questions diminished with the emergence of a consumer-focused Web.

Stage 3: Differentiating library services based on service design. This is the phase in which many libraries find themselves today. Many special libraries have integrated customer access to both internal and external resources to enhance the productivity of their enterprises. Many have also built or participated in the creation of intranets that combine content and services to ensure that decisions are made in the presence of high-quality information. By adding virtual reference services and mobile access, librarians and other information professionals are now "where the user is" and needn't be sought out by someone who wants information.

This phase is where information-dependent organizations desire to be positioned today. Most information professionals now answer only the important questions and focus on aligning themselves with the mission and strate-

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gies of their organizations.

Stage 4: Co-creating experiences with library users. We are seeing the early signs of the next phase of what we used to call libraries. In this phase, information professionals are embedded into strategic teams that make progress on institutional goals. The bywords of this phase are collaboration and community. Value is driven by everyone on the team, including librarians; each team member co-creates new ideas, information and insights and applies them to the difficult problems facing complex organizations. Technology plays a big role here but it is subordinate to the relationships among the team members and the joint understanding of the main goal(s).

In each stage we can see that there has been a commoditization of the underlying parts of the strategies. Books, articles and content have, for most intents and purposes, been commoditized. Virtually everyone has access on some level to everything—indeed, to too much of everything. And the new ocean of information is getting very deep and difficult to navigate. All of these developments increase the pressure on librarians and information professionals to position themselves as transformational animators rather than mere keepers of content and managers of transactions.

Building Great Experiences

So, now we face another challenge. If we acknowledge that experience trumps content almost every time, what are the key factors in building great experiences? What builds on information and creates knowledge and makes it useable?

I have some ideas about where to look for this pot of gold. Specifically, I believe there are two key factors that help to create great user experiences and relationships. These factors are as follows:

1. A deep understanding of user goals on a psychological level; and
2. A deep understanding of user intentions on a time scale.

If we open ourselves to the psychology of our users and focus on where "delight" happens in the information experience, we can expand the value of the services, products, libraries and experiences we create. If, on the other hand, we focus too intently on framing our deliverables as records, books, articles, copies, answers, or any other object, we undersell the transformational experience of interacting with a librarian or information pro. Consider this list of valid psychological consequences of a personal or virtual information experience:

- The confidence to move forward
- Reduced fear of failure
- A feeling of respect (for contributions)
- A feeling of belonging (e.g., the social Web)
- Avoidance of scary consequences (e.g., lawsuits)
- Increased self-esteem
- Comfort with a decision
- Happiness and reduced boredom (entertainment)
- Reduced friction with stakeholders
- Social and team cohesion
- A feeling of success (like a learning step tied to life goals)

This list is by no means complete, but it offers a sample of consequences that speaks to the real goals of users. It also helps frame the things you need to include in your services and libraries to contribute to these psychological needs. For example, think of what you can do on your intranet that will increase confidence—things like providing easy access to personal help and displaying trusted or authoritative brands. Think of ways that your team can collaborate with strategic teams in your organization.

None of this is easy, but it's a big step up from designing services and libraries to deliver information transactions efficiently. Purely electronic services can deliver content quickly and answer the who, what, where, and when questions that arise; the difficult questions in organizations deal with *how* and *why*. They also deal with tacit knowledge problems rather than explicit problems with clear answers.

As we progress into the future, we'll be well advised to position ourselves as key partners in creating knowledge and supporting the strategic issues that affect our host enterprises. As Seth Godin recently noted, "A car is not merely a faster horse, an e-mail is not a faster fax. And online project management is not a bigger whiteboard. And Facebook is not an electronic rolodex. Play a new game, not the older game but faster."

We have new opportunities every day to change the game and be future ready. **SLA**

If we open ourselves to the psychology of our users and focus on where "delight" happens in the information experience, we can expand the value of the services, products, libraries and experiences we create.

Copyright and Licensing: Job Growth Areas for Librarians

A legal background is not needed to obtain a job that entails performing copyright or licensing duties or to add such duties to your existing job.

BY LESLEY ELLEN HARRIS

As gatekeepers to information and content, librarians are often at the forefront of intellectual property issues (namely copyright) relating to traditional and electronic forms of content. Digital content, and the way organizations acquire and use it, is creating new tasks and positions that may require librarians to learn new skills.

Librarians are negotiating digital licensing agreements to acquire databases and periodicals and are ensuring proper use of various media, including videos and audio and text materials. They are educating patrons and fellow employees about copyright law and sometimes are clearing rights or providing permission to use content owned by their organizations. Working on copyright and licensing issues, librarians are, by choice or not, broadening their skills, assuming new responsibilities, seeking professional development opportunities, and (I hope) finding personal, professional and financial rewards.

Finding or Expanding Jobs

Various jobs are available for librarians (and others) who are interested in working in copyright and do not have a legal background. Government workers (more than 450 of them in the U.S. Copyright Office alone), lobbyists, academics, economists, publishers, librarians and researchers in museums, colleges and archive institutes often perform non-legal copyright or licensing roles in their organizations.

I recently came across an opening for an associate director of resources in the Health Sciences Library at the University of Maryland at Baltimore. This position entails a variety of administrative duties as well as the collection, development and administration of copyright compliance strategies for sharing resources. This position also oversees the repository development and obtains digital permissions.

The main campus of the University of Maryland (College Park) was advertising recently for an electronic resources librarian. This position oversees the procurement, licensing, and management of electronic resources and negotiates and administers new and existing licenses and contracts. This person also works with the university counsel to resolve existing and emerging licensing and contractual issues.

If you are looking for a position that includes copyright or licensing duties, online searches will point you in the right direction. Many librarians, however, are finding that copyright-related responsibilities are being added to their current roles. Adding such duties, either as a sideline to your current position or as a way to expand the scope of your work, can be beneficial. Asking your employer to create a new position or add a copyright role to your existing one will recognize your work in this area and allow you to develop critical skills while providing benefits to your employer.

Getting Up to Speed

As in many jobs, working in copyright may require that you become a member of a larger team or department. Good communication and task management skills will prove vital in a team environment, as will staying up to date on emerging issues and trends. You will often need to educate your team members about the latest developments in copyright law. Online resources can help you stay abreast of this topic.

Adding to your existing knowledge and skill sets will also prove important. Online courses, career development workshops, conferences and seminars will provide both basic knowledge as well as an in-depth understanding of copyright law and practices. Self-study is also helpful—an increasing number of books and online sites have reliable and easy-to-understand information about copyright principles.

While it is viewed by many as an arcane area, copyright law offers a host of opportunities for professional development. Emerging technologies are changing the landscape of many industries and bringing intellectual property issues to the forefront. Recognizing this trend and committing time and energy to the field can pay off in a fulfilling career. **SLA**

LESLEY ELLEN HARRIS is a copyright lawyer who consults on legal, business and strategic issues. She is editor of a print newsletter, *The Copyright & New Media Law Newsletter* (Issue 2 of 2010 is devoted to jobs for non-lawyers in copyright and licensing), which is available at www.copyrightlaws.com. She also teaches the SLA certificate program on copyright management and maintains a blog on copyright questions and answers. The second edition of her book, *Licensing Digital Content: A Practical Guide for Librarians*, was just published.

Networking Groups for New Professionals

Librarians who are new to the profession can learn much from industry veterans, but some of their concerns and interests are best addressed by connecting with other new librarians.

BY LAURA WOODS, MSC

As a new professional and recent library school graduate, I am very aware of how much I still don't know about the information profession. I learned library theory while earning my master's degree and am learning professional practice on the job, but I find that the most useful source of information, inspiration and advice is my professional network.

Professional networking is vital for career development at any stage of your career. To paraphrase a paper delivered at the New Professionals Conference earlier this year, your professional network can provide support, opportunities for collaboration, access to collective intelligence, and a forum to discuss ideas, problems and solutions (Ruddock 2010). I agree with all of these points: through my peer network, which includes people I've met both in person and online, I've received encouragement to submit papers for presentations, found projects on which to collaborate, obtained help with research inquiries, and been exposed to some fantastic ideas I'd never have come across in my own workplace.

I find it tremendously useful to talk to people in different stages of their careers. When I attended SLA's Annual Conference in 2009, one of the most useful events of the conference was the First-Timers and Fellows Reception. As a student (at the time), it was incredibly inspiring to be able to talk to people who'd been active in SLA for a number of years and were at the top of their profession. The exchange of ideas between beginners and experienced professionals is a key benefit to networking.

However, it must be said that there are advantages to having networks run specifically for and by new professionals. Particularly at face-to-face events, it can be incredibly intimidating for a new professional to approach others and start a conversation. This becomes a far easier prospect if you know that the rest of the attendees are in the same boat.

Networking with others at the same level can also be a good confidence builder. While I enjoy reading professional journals and attending conference presentations to get ideas from other information professionals, this can also be slightly dispiriting. I am at the very beginning of my career and working in a job where I have little input into the strategic direction of the library, so learning about projects that others have started often makes me wonder how I'll ever get to a position where I'm able to implement these kinds of ideas. Hearing from other professionals at my level about projects they're working on and ideas they've implemented can be of more practical use.

New professionals can also be a valuable support network. This is an incredibly difficult time to be graduating from library school and hunting for a job, but knowing there are others out there in the same position—people with whom you can share ideas, advice and sympathy—can make the situation feel much more manageable.

Serving an Important Purpose

The concept of a network for new professionals is not without its controversies. Recently, the Association of European Research Libraries (LIBER) launched YEP! (Young European Professionals), "the network of young professionals in university, research and national libraries across Europe." When this was mentioned on U.K. mailing lists, there were outcries that such a network was "ageist" and that using the term "young professional" could put off those who are middle-aged or older but still consider themselves new professionals or are interested in networking with them. When contacted about the issue, LIBER clarified that "young professional" was intended to mean either "young of age or young of spirit" and that the network was open to anyone.

The objections to YEP! seemed to be based mainly on the terminology used. Plenty of people change careers and enter librarianship later in their lives after working as paraprofessionals. "New professionals" come in all ages, so it is not surprising that forming a group of "young professionals" caused offense. The problem could have been avoided by simply using the word "new"

LAURA WOODS graduated from City University, London, with an MSc in Library and Information Studies in January 2010 and currently works as an information assistant for Davies Arnold Cooper, a U.K. law firm. She has been involved with SLA since winning an Early Career Conference Award in 2009 and is now on the board of SLA Europe. She blogs at http://woodsiegirl.wordpress.com/ and can be reached at laura.woods1984@gmail.com.

in place of "young," but it is to LIBER's credit that it clarified its position so quickly. I have, however, come across objections to the very nature of networking groups for new professionals.

One concern voiced about YEP! was that "fragmenting" the profession into "splinter interest groups" could "dilute our professional voice." When a cross-sector online network for new professionals—the LIS New Professionals Network (LISNPN)—was launched, one person commented on Twitter that this amounted to "nannying" and that we should "get out of [new professional] groups and into the mainstream."

I understand these sorts of objections, but I disagree with them. I'm not suggesting that "new professional" groups are a replacement for mainstream networking groups, but they do serve an important purpose. A networking group cannot be all things to all people, just as a professional association cannot. SLA, for example, has divisions for various specialties within librarianship in recognition of the fact that people working in different topic areas have different interests and concerns. CILIP, the main library association in the United Kingdom, has special interest groups for the same reason.

I see "new professional" networks as an extension of this philosophy. People at the beginning of their careers have different concerns, interests and needs than do established professionals.

I consider myself fortunate to have so many opportunities to network with other new professionals. SLA's First Five Years Advisory Council provides some terrific resources and opportunities for those at the start of their careers. I was lucky enough to win one of SLA Europe's Early Career Conference Awards in 2009, which enabled me to attend the SLA Annual Conference that year. I have also been involved with CILIP's Career Development Group and recently joined LISNPN.

LISNPN is an online network, so it is perfect for networking with other new professionals around the world. Although targeted toward new professionals, it is open to anyone who is interested. Several established professionals have already joined with the intention of providing advice to, and sharing ideas with, the new professionals in the network.

By getting involved with various "new professional" groups, I've made contacts and connections that have been of tremendous benefit even at this early stage of my career. On a personal level, I've also made some great friends I hope to stay in touch with long after I've left my current job—and no matter what direction my career takes me. **SLA**

REFERENCES

LIS New Professionals Network. Accessible online at http://www.lisnpn.spruz.com/.

Ruddock, B. 2010. Proving the value of peer networks: Plugging into your peers. Presentation at the CILIP New Professionals Conference, University of Sheffield, July 5.

CLICK U webinars

For more information about the SLA online seminars listed below, or to register for a seminar, visit **www.sla.org/clicku.**

LIVE WEBINARS:

15 September
The Art of Delivery: Perfecting Your Communication Skills

16 September
Ask the Copyright Experts

23 September
Strategic Marketing for Corporate & Government Libraries (1)

29 September
U.S. Private Company Research: A Multitude of Sources and Search Techniques

6 October
Patents (1)

21 October
Strategic Marketing for Corporate & Government Libraries (2)

27 October
Patents (2)

4 November
Ask the Copyright Experts: The Year in Copyright Law

1 December
Moving into Management & Team Leadership Roles (1)

8 December
Moving into Management & Team Leadership Roles (2)

16 December
Creating Your Own ROI Dashboard

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OTHER EVENTS

SEPTEMBER

1-3
ALIA Access 2010
Australian Library and Information Association
Brisbane, Australia
http://conferences.alia.org.au/access2010/

12-14
ASIDIC Fall Meeting
Association of Information and Dissemination Centers
Baltimore, Md., USA

21-22
Pharma Competitive Intelligence
Conference and Exhibition 2010
Parsippany, N.J., USA
www.pharmaciconference.com/

OCTOBER

13-15
Internet Librarian International
Information Today
London, England, UK
www.internet-librarian.com/2010/

13-15
MAC-MLA 2010 Annual Meeting
Mid-Atantic Chapter of Military Libraries Association
Chapel Hill, N.C., USA
www.ecu.edu/remoteScripts/dhs/macmla2010/index.html

20-22
Conference on Enterprise Information Systems (CENTERIS 2010)
University of Trás-os-Montes e Alto Douro and the Polytechnic Institute of Cávado and Ave
Viana do Castelo, Portugal
www.eiswatch.org/centeris2010/

22-27
ASIS&T Annual Meeting
American Society for Information Science & Technology
Pittsburgh, Pa., USA
www.asis.org/conferences

25-27
Internet Librarian 2010
Information Today
Monterey, Calif., USA
www.infotoday.com/il2010/

27-30
MCN 2010 Conference
Museum Computer Network
Austin, Texas, USA
http://mcn2010.pbworks.com/

NOVEMBER

7-10
Pharma-Bio-Med 2010
International Institute for Information Professionals
Seville, Spain
www.pharma-bio-med.com/

13-15
INEX 2010
Initiative for the Evaluation of XML Retrieval
Amsterdam, Netherlands
www.inex.otago.ac.nz/

15-16
Taxonomy Boot Camp
Information Today
Washington, D.C., USA
www.taxonomybootcamp.com/2010/

16-18
Enterprise Search Summit
Information Today
Washington, D.C., USA
www.enterprisesearchsummit.com/fall2010/

16-18
KMWorld
Information Today
Washington, D.C., USA
www.kmworld.com/kmw2010/

28-1 December
LIANZA 2010
New Zealand Library Association
Dunedin, New Zealand
www.lianza.org.nz/events/conference2010

JANUARY 2011

11-13
International Conference on Digital Library Management
The Energy Resources Institute (TERI)
Kolkata, India
www.teriin.org/events/icdlm

19-22
SLA Leadership Summit
Special Libraries Association
Washington, D.C., USA
www.sla.org

FEBRUARY 2011

14-16
International Conference on Digital Libraries and Knowledge Organization
Management Development Institute/ Indian Association for Special Libraries & Information Centres
Guragaon, India
www.mdi.ac.in/ICDK/Home.html

12 - 15 JUNE 2011

SLA Annual Conference
Philadelphia, Pennsylvania

JULY 2011

4-8
International Society of Scientometrics and Informetrics Conference
International Society for Scientometrics and Infometrics
Durban, South Africa
www.issi2011.uzulu.ac.za/

OCTOBER 2011

16
Smart Content: The Content Analytics Conference
Alta Plana
New York, N.Y., USA
smartcontentconference.com/

ADVERTISING INDEX

2011 SLA BOARD OF DIRECTORS ELECTION

GET READY!

Electronic Voting Opens
8 September 2010 at 12:01 a.m. EDT

All members* eligible to vote and in good standing as of 24 August 2010 may participate in the election.

For complete details and information about the candidates
visit www.sla.org/BODelection.

*Excludes organizational and honorary members of SLA.

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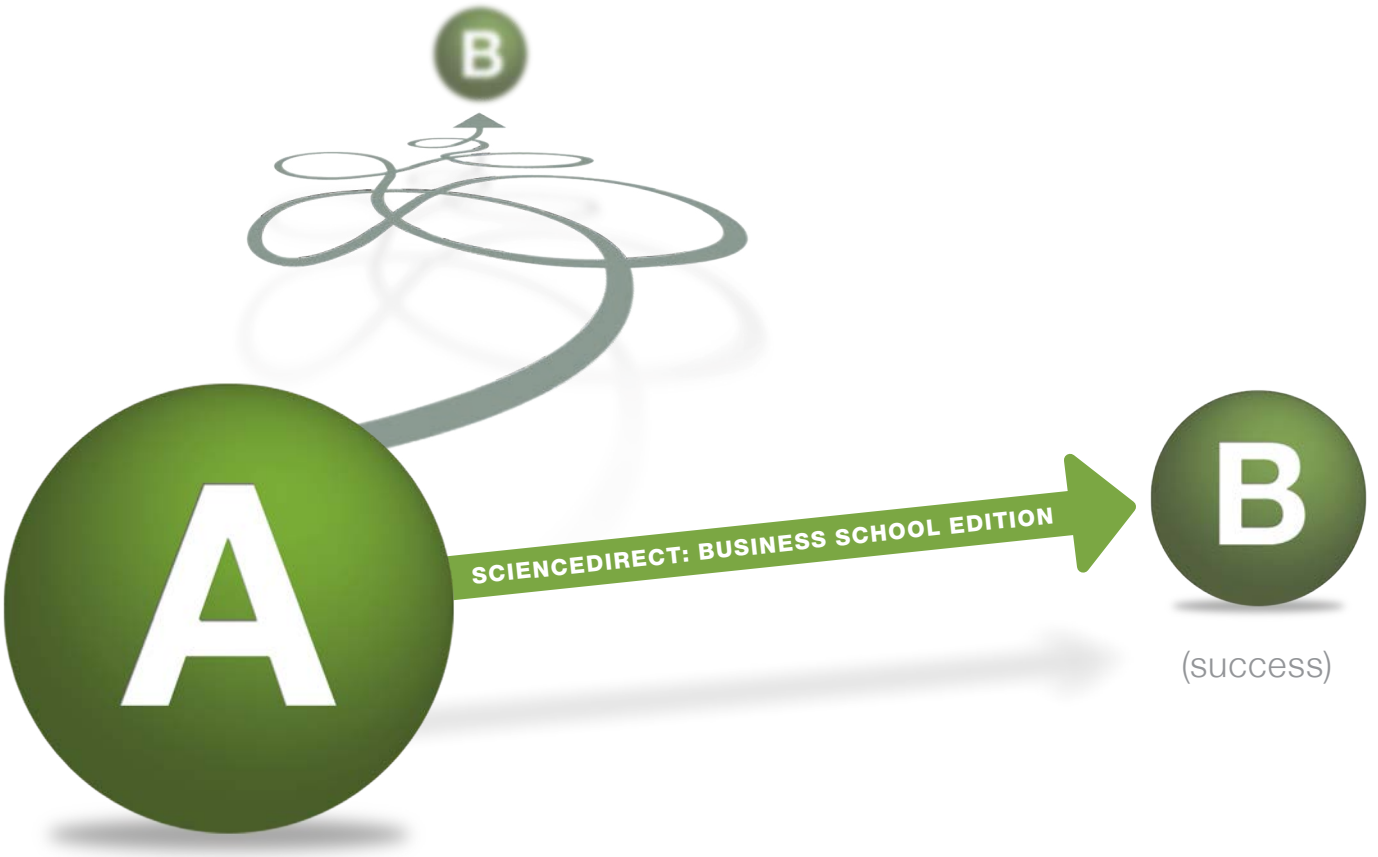

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